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ABSTRACT

The Chancellor and the Board of Regents of the State University System (SUS) of Florida initiated a comprehensive review of Florida's colleges of education and related programs during 1984-85. The following concerns were addressed: (1) strengths and effectiveness of teacher education programs in the SUS; (2) the impact of teacher certification revisions on academic programs in education; and (3) how the SUS can best participate in the movement toward renewal of the public schools. This report focuses on the findings and recommendations of a panel formed to visit and assess each of the SUS's nine colleges of education. A brief description of the review process, including its schedules and procedures, is presented. Review panel findings and recommendations focused on: (1) the colleges of education; (2) college of education-public school relations; (3) revisions in teacher education programs; and (4) system level issues related to teacher education programs and teaching and schooling in Florida. Twenty-four specific recommendations regarding each of the nine colleges are presented. The review panel concluded that mechanisms and policies need to be established to assure statewide planning and coordinating of the efforts of SUS's nine colleges of education to act effectively with the public schools and community colleges. Appendices, making up half the document, include information of panel members, site visits, and teacher education programs. (CB)

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The State University System of Florida

Education Program Review

Report and Recommendations

July 1985

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EDUCATION PROGRAM REVIEW

STATE UNIVERSITY SYSTEM

OF FLORIDA

Report and Recommendations

Tallahassee, Florida

May 1985

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Particular thanks is expressed to the Presidents, Chief Academic Officers, and Education Deans of the nine constituent institutions of the System for their cooperation and patience, and to the university coordinators who facilitated preparation of self-study reports, scheduled interviews, and participated actively in all facets of the process. The coordinators were: Dr. Virginia Barr-Johnson, University of Central Florida; Dr. Peter Cistone, Florida International University; Dr. Gordon Eade, University of West Florida; Dr. Roy Hoffman, Florida Atlantic University; Dr. Dennis Holt, University of North Florida; Dr. Marcia Mann, University of South Florida; Dr. Marvin McMillin, University of Florida; Dr. Walter Mercer, Florida A&M University; and Dr. Cynthia Wallat, Florida State University.

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INTRODUCTION

As part of its regular and periodic review of academic programs and operations, the Florida Board of Regents identified Education programs, particularly teacher education, for comprehensive review during 1984-85.

The selection of Education programs for special assessment is timely and appropriate. The nation is generating serious considerations for reform in the public schools and is initiating a corresponding interest in higher education, particularly those parts of academe concerned with the professional preparation of teachers and educational leadership.

Over time, the public universities in our country, especially in the southern region, have played a primary role in the development and effectiveness of the public schools. In recent years, it has become clear that economic, cultural and social growth is tied directly to the quality and effectiveness of public education, generally, and depends heavily upon the elementary and secondary schools.

Recognizing the importance of these relationships, the Chancellor and Regents of the State University System (SUS) expanded the normal focus of such disciplinary reviews to a larger set of questions. These questions pertain not only to the strength and effectiveness of existing academic programs in education in the SUS but also to university-school relationships, the impact of public school reforms on academic programs, and strategies for applying the resources of the SUS to the improvement of public schools in Florida.

Supported by the Presidents and Chief Academic Officers of the nine constituent institutions, the Chancellor and Regents initiated a comprehen-

sive review of Colleges of Education and related programs directed at answering three broad questions:

1. What is the current level of strength and effectiveness of the teacher education programs in the SUS?
2. What has been the impact of teacher certification revisions on academic programs in education?
3. How can the SUS best participate in the movement toward renewal of the public schools?

Given this broad gauged mandate, the Regents' staff, under the leadership of Vice Chancellor Roy McTarnaghan, initiated plans in Fall 1984 to further specify questions and objectives for the review, identify a small group of external consultants to undertake the review, and to lay plans, schedules and procedures to complete review activities in time for a report to the Board of Regents in Spring 1985.

This report gives a brief description of the review process and its schedules and procedures. It also sets forth observations and recommendations for Board consideration directed toward initiating actions to strengthen academic programs in education and to position the universities to participate more effectively in Florida's statewide movement toward improving the public schools.

NATIONAL TRENDS AND ISSUES IN EDUCATION

For nearly a decade we have witnessed debate, evaluation and reform in the public schools throughout the country. Faced with the extraordinary task of providing a free public education to the nation's youth while serving as a vehicle for social change, the schools have from time to time faltered and the quality and effectiveness of schooling have suffered.

The fabric of American education is being examined and recast as never before. A barrage of national, regional and state level studies and reports has articulated perceived weaknesses in America's schools and has counseled serious reform. These studies and reports cover a broad range and include the report of the National Commission on Excellence in Education, A Nation at Risk; a series of special studies including The Condition of Teaching, Educating Americans for the 21st Century, Action for Excellence (ECS), and Making the Grade; highly focused reforms, including High School, A Place Called School, Horace's Compromise and The Paideia Proposal; and to the serious historical perspective offered in The Troubled Crusade.

The areas of critical examination appear to be (1) school organization and management, (2) curriculum, (3) students and learning, (4) quality and equity, (5) teacher preparation and teaching, (6) educational leadership, (7) school-college relationships, (8) higher education, and (9) educational research. It is of interest that very few reports or studies deal with the cost of education or its value-resource position in society (except as they pertain to teacher salaries and per capita or per student investment in education).

Not since the days of Conant has teacher education come under such serious scrutiny, both from within the profession and from outside. Not since "Sputnik" have the schools been so subject to reprimand and to reform. Words like "crisis," "imperative," "condition," "excellence," "reform," "quality control," and "revision" pepper the reports and rhetoric.

Underlying this widespread activity for change run several contributing trends. These include: (1) the increased tie between the effectiveness of the American system of education and the health and stability of the nation's economy (particularly as we move toward "high-tech" industry), (2) the improvement of conditions and opportunity for women and minorities in our nation, (3) a shift in the locus of control and support of education from federal to state levels, (4) a stabilization or decline in the school and college age student populations, and (5) the persistent arousal of the public by reports of inadequate, inappropriate and ineffective schools and teachers. The results of these trends have been that: (1) the business and corporate communities have taken a more serious interest in education and schooling; (2) what has been until recently, a "women's profession" (teaching) is now forced to battle to recruit and retain good teachers in the schools and good students in the colleges of education; (3) the cost of education and its proposed revisions are increasingly borne by the states and local school districts; (4) issues of control and accountability are arising; (5) enrollment declines have reduced the resources available for significant reform as well as the pool of teachers available to meet new demands created by reforms (principally changes in teacher-student ratios) and projected increases in public school enrollment; and (6) there has been widespread public reaction to media and commissioned reports that have

focused on the quality of education. These last actions have led to some revisions and unintended negative effects that have challenged access and equal opportunity while pursuing positive, productive educational improvement.

Remedies have focused on review and improvement of curriculum and schooling, on reexamination of the educational enterprise (often in comparison with other nations--Japan, West Germany, England), and increasingly, now, on the review of postsecondary institutions, particularly undergraduate "general" education and the professional preparation of teachers and other educational personnel.

Florida

Florida has been in the vanguard of self-examination and reform in education in the southern region and in the nation. As the fifth largest state in population, serving a culturally, economically and developmentally diverse citizenry, the state has labored to create a system of public schools, community colleges and a nationally recognized university system that will foster and increase its economic, social and cultural status. In most ways Florida is a microcosm of the trends, remedies and expectations that the nation is experiencing in education. As such, it has provided leadership and example in reform and holds the opportunity to demonstrate ways to effect change, to restructure education, and to improve its schools in the interest of advancing Florida's future.

PRINCIPAL ISSUES AND FOCAL POINTS OF THE EDUCATION PROGRAM REVIEW

Principal Issues

The Board of Regents, the Chancellor and the Chief Academic Officers of the SUS defined twelve principal issues as the major context within which the review of education would proceed. They are:

1. Supply and Demand - the need to examine the demand for teachers and the productivity of the existing teacher education programs working to meet the demand.

2. Equal Opportunity - the need to assess minority enrollment in teacher education programs and to devise ways to encourage and promote teaching among minority groups as a desirable career option.

3. Program Quality - the need to evaluate existing academic and teacher certification programs in education and to address the effectiveness of outreach activities.

4. Graduate Education and Research - the need to study the quality of graduate programs and the transfer of new knowledge to effect school improvement.

5. Teacher Education - the need to examine the currency, diversity and strength of current teacher education curricula.

6. Program Management - the need to review the use of increasingly limited resources for education programs and to guard against educationally unnecessary program duplication.

7. Intra-University Cooperation - the need to acknowledge that teacher education is a University-wide activity and to assess the extent to

which departments, colleges and disciplines are working together toward improved academic programs and public school renewal.

8. Program Planning - the need to examine whether adequate planning and evaluation mechanisms are in place to assure responsiveness to changing needs and to develop innovative approaches to teacher education.

9. Faculty Development - the need to assure that there is a proper match between instructional resources and the educational needs of students and teachers in pre-service and inservice education programs.

10. Providing Service to the Schools - the need to review the quality and availability of university service to the public schools and to assess the role of the community colleges in relation to this activity.

11. Coordination and Articulation - the need to study the effectiveness of interinstitutional cooperation within the SUS and articulation between the universities and community colleges in Florida.

12. System Level Issues - the need to review systemwide and statewide programs and activities, to strengthen regional programs, and to assure the most effective operations in the SUS as it works toward public school renewal.

Focal Points of the Review

The twelve principal issues blend to define three major focal points for the education review. The focal points are:

1. The renewal of the public schools of Florida;
2. The impact of teacher certification revisions on University programs;

3. The structure and quality of existing programs in education and the possible need for new or modified programs to strengthen teacher education.

The twelve issues that have been defined and the three major focal points that have emerged from those issues formed the basis for the review and guided the work of the Review Panel. Information gathered and analyzed was filtered through this matrix of issues and focal points. The recommendations made were directed toward informing, addressing or solving the issues identified.

Specific questions that guided the Panel's work are included in Appendix B.

BASIC INFORMATION

Every academic program review requires basic information about the programs being evaluated. This information provides a context within which to assess the data supplied by each university including recent self-studies, audits, and observations from campus site visits. Basic information for this review consisted of five components:

1. History and organization of the SUS, including statutory bases for mission, operations and funding.
2. Organization and policies related to teacher education in the SUS, the Florida Department of Education, and the Community College System. Particular emphasis was placed here on the recent (and extensive) reforms and revisions in the policies and procedures for the certification of teachers and revisions in standards and procedures for approving teacher education programs.
3. Current inventories of academic degree programs in the discipline of education in the SUS and teacher education programs approved by the Florida Department of Education operating on each SUS campus.
4. Data on enrollment and productivity of education degree programs and teacher certification programs.
5. Arrangements and operations of special organizations related to university outreach, interinstitutional programs and collaboration, teacher education centers, statewide institutes, and regional plans and operations directed toward public school improvement.

Special Information

The Panel also studied special plans and reports to form its review. In the course of its work, the Review Team found the studies completed by the Florida Postsecondary Education Planning Commission (PEPC) to be of unusual value. Of specific relevance are three recent PEPC reports:

1. A Study of Colleges of Education in Florida, February 1984,
2. Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education, March 1984, and
3. A Study of Postsecondary Education Accreditation, February 1985.

These studies and other work of the Commission have contributed positively to the development of educational improvement activities in Florida. The study of Colleges of Education provides a recent set of observations and an important foundation for this report. And in some ways this program review report is an extension in scope and specification of the recommendations put forward by PEPC in 1984.

A complete list of references and reports read by the panel is included in Appendix C.

The State University System of Florida

The SUS consists of the nine senior public institutions of higher education in Florida. The institutions are widely distributed and provide good access to the state's citizens. Only two institutions are geographically proximate, Florida State University and Florida A & M University, both in Tallahassee. However, each has an uniquely different mission, and educationally unnecessary duplication is avoided. The Office of the Chancellor of the SUS is in Tallahassee.

Two SUS institutions are classified[1] as research universities--the University of Florida (UF), Gainesville, and Florida State University (FSU). A third one is classified as a Doctorate-Granting University, the University of South Florida (USF). Six are classified as comprehensive universities--Florida A & M University (FAMU), Florida Atlantic University (FAU), Florida International University (FIU), University of Central Florida (UCF), University of North Florida (UNF), and University of West Florida (UWF). Four institutions have recently expanded from upper-division to four-year undergraduate programs (FAU, UWF, FIU and UNF). Figure 1 shows the location of each institution.

Total enrollment in the SUS in Fall 1983 was 135,525 with the largest campuses at Gainesville, Tampa, and Tallahassee. Overall enrollment is expected to be stable over the next several years. Table 1 shows headcount enrollment for each institution for the five-year period 1979-83.

Minority Enrollment

Table 2 shows headcount enrollment by race or ethnic group for each institution for the four-year period 1980-83. Black enrollment in the System dropped from 9.4% to 8.2% while Hispanic enrollment increased from 2.8% to 6.9%. In Education, black enrollment dropped from 12.1% to 8.9% and Hispanic enrollment increased from 0.8% to 3.9%.

Over the same four-year period, white student enrollment dropped from 80.1% to 78.2% for the SUS as a whole, while white enrollment in Education increased from 80.8% to 83.3%.

---

1 Based on Carnegie Council Classification System, Revised 1976.

Table 3 indicates that of 2,480 students admitted to teacher education programs in the SUS in 1983-84, 2,236 (90.2%) were white, 121 (4.8%) were black and 123 (5.0%) were of other racial or ethnic groups.

Institutional Service Areas

In 1979, the Board of Regents assigned multi-county service areas to each constituent institution in the System. The purpose of these regional assignments was to improve the coordination and effectiveness of outreach and public service activities of the SUS and to reduce unnecessary competition and duplication of effort among institutions in planning and conducting extension and community service programs. Under this regionalization scheme, the University of Florida and Florida State University "are responsible for providing programs and services on their respective campuses and in their local communities. Further, they are responsible for providing, on a statewide basis, such programs and services which cannot be provided by the other institutions in the State University System." Figure 2 shows the multi-county regions assigned to each institution.

Colleges of Education

Each of the nine institutions in the SUS includes a College of Education. They vary in size and complexity and enrolled approximately 10.5% of the students in the SUS in 1983 (headcount 14,269).

Table 1 shows headcount enrollment for each College of Education for the five-year period 1979-83 including the "share" of enrollment for each college in comparison with total enrollment at its institution.

Of the 5,499 faculty members in the SUS in Fall 1983, 14% (772) were in Education. Table 4 shows the number of faculty members by race and by sex for each institution in total and for each College of Education. Table

5 provides data on faculty members in Colleges of Education as a function of selected age groupings.

The inventory of academic degree programs in education in the nine institutions of the SUS at the time of the review included 134 baccalaureate degree programs, 230 masters degree programs, and 61 doctoral degree programs. A complete inventory is provided in Appendix D.

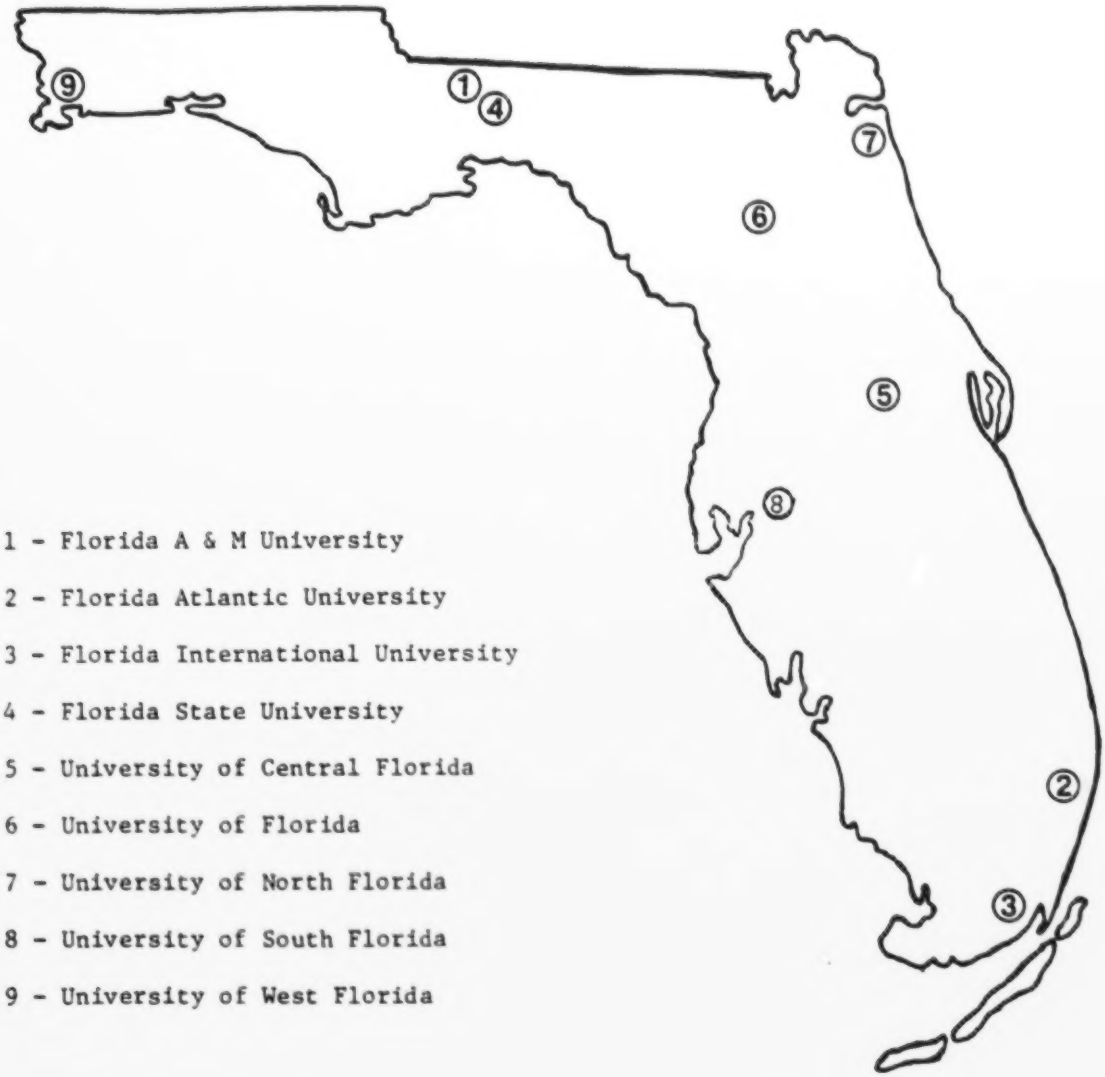
At the time of the education program review, there were 425 BOR approved education programs operating in the nine institutions of the SUS. An inventory of state-approved teacher education programs is provided in Appendix E.

Education degree productivity for 1983-84 is given in Table 6. The nine Colleges of Education awarded a total of 2,285 baccalaureate degrees, 1,714 masters degrees, and 247 doctoral degrees. Table 6 also indicates the number of degree programs by level at each institution and the number of degrees awarded for each level (B, M, D) during 1983-84.

Figure 1

Institution Locations

THE STATE UNIVERSITY SYSTEM OF FLORIDA



1 - Florida A & M University

2 - Florida Atlantic University

3 - Florida International University

4 - Florida State University

5 - University of Central Florida

6 - University of Florida

7 - University of North Florida

8 - University of South Florida

9 - University of West Florida

Table 1

HEADCOUNT ENROLLMENT: NUMBER OF STUDENTS, TOTAL AND IN EDUCATION, BY LEVEL AND INSTITUTION, 1979-83

INSTITUTION	YEAR	UNIVERSITY			EDUCATION			
		Undergrad.	Grad.	Total[b]	Undergrad.	Grad.	Total	% of Univ. Headcount
FAMU	1983[a]	4,317	149	4,894	444	85	536	11.0
	1982	3,984	167	4,435	453	81	544	12.3
	1981	4,285	149	4,728	550	89	646	13.7
	1980	4,845	176	5,246	654	126	812	15.5
	1979	5,066	141	5,212	674	100	777	14.9
FAU	1983	6,133	1,196	9,388	710	435	1,350	14.4
	1982	5,755	1,151	9,464	670	518	1,744	18.4
	1981	5,308	1,118	8,296	642	454	1,420	17.1
	1980	5,023	1,119	7,988	717	473	1,517	19.0
	1979	4,833	1,015	7,496	804	419	1,686	22.5
FIU	1983	10,174	1,203	14,868	407	402	841	5.7
	1982	8,788	1,171	13,786	426	451	877	6.4
	1981	7,113	1,051	11,992	427	370	797	6.7
	1980	7,421	1,033	11,812	686	374	1,060	9.0
	1979	6,898	1,120	11,635	694	452	1,146	9.8
FSU	1983	15,977	4,124	21,267	1,152	1,049	2,201	10.3
	1982	16,440	4,123	21,739	1,195	995	2,190	10.1
	1981	16,991	4,191	22,116	1,380	1,066	2,446	11.1
	1980	16,577	4,157	21,965	1,525	1,098	2,623	11.9
	1979	15,694	4,043	21,292	1,669	1,053	2,722	12.8
UCF	1983	12,309	1,624	15,648	1,092	622	2,593	16.6
	1982	11,450	1,457	14,239	1,008	567	2,254	15.8
	1981	10,699	1,318	13,093	994	551	2,103	16.1
	1980	10,406	1,097	12,819	1,002	494	2,016	15.7
	1979	9,298	988	12,022	897	466	1,524	12.7
UF	1983	25,325	4,521	31,908	1,377	785	2,162	6.8
	1982	25,103	4,552	30,957	1,247	791	2,038	6.6
	1981	24,169	4,530	29,949	1,209	868	2,077	6.9
	1980	23,846	4,333	29,805	1,448	831	2,279	7.6
	1979	23,343	4,256	28,782	1,637	955	2,592	9.0
UNF	1983	3,100	877	5,458	314	305	619	11.3
	1982	3,002	908	5,442	327	344	671	12.3
	1981	2,745	991	4,998	336	400	736	14.7
	1980	2,560	890	4,588	384	340	724	15.8
	1979	2,493	548	4,393	463	304	905	20.6
USF	1983	19,292	3,174	26,172	1,602	1,086	2,688	10.3
	1982	18,526	3,134	25,130	1,584	1,185	2,769	11.0
	1981	17,842	2,967	24,426	1,568	1,230	2,798	11.5
	1980	17,879	2,978	24,440	2,067	1,410	3,477	14.2
	1979	17,011	2,460	22,938	2,130	990	3,120	13.6
UWF	1983	3,879	1,112	5,922	562	419	1,279	21.6
	1982	3,502	832	5,245	604	206	1,093	20.8
	1981	3,494	849	5,279	683	194	1,130	21.4
	1980	3,578	961	5,348	728	259	1,282	24.0
	1979	3,450	919	5,185	740	272	1,314	25.3
SUS Total	1983	100,506	17,980	135,525	7,660	5,188	14,269	10.5
	1982	96,550	17,500	130,437	7,514	5,138	14,108	10.9
	1981	92,646	17,164	124,777	7,789	5,222	14,153	11.3
	1980	92,135	16,744	124,011	9,211	5,405	15,790	12.7
	1979	88,086	15,790	118,955	9,708	5,011	15,786	13.3

[a]Fall Semester

[b]The sum of a row might not equal the total because the total includes students who were unclassified as to level.

Table 2

HEADCOUNT ENROLLMENT: NUMBER AND PERCENTAGE OF STUDENTS
TOTAL AND IN EDUCATION, BY RACIAL/ETHNIC GROUPS AND INSTITUTION, 1980-83*

INSTITUTION		UNIVERSITY										EDUCATION									
		Black		Hispanic		White		Other		Total		Black		Hispanic		White		Other		Total	
		#	%	#	%	#	%	#	%	#	%	#	% Ed.	#	% Ed.	#	% Ed.	#	% Ed.	#	%/Univ.
FAMU	1983[a]	4,054	82.8	46	0.9	485	9.9	309	6.2	4,894	100.0	472	88.1	2	0.3	31	5.7	31	5.7	536	11.0
	1982	3,733	84.2	36	0.8	390	8.8	276	6.2	4,435	100.0	475	87.3	2	0.4	44	8.1	23	4.2	544	12.3
	1981	3,022	63.9	27	0.6	442	9.3	237	5.0	4,728	100.0	572	88.5	-	0.0	59	9.1	15	0.8	646	13.7
	1980	4,652	88.7	10	0.2	424	8.1	160	3.0	5,246	100.0	746	91.9	-	0.0	60	7.4	6	0.7	812	15.5
FAU	1983	418	4.5	418	4.5	7,725	82.3	827	8.8	9,388	100.0	85	6.0	35	2.5	1,194	88.0	36	2.6	1,350	14.4
	1982	466	4.9	399	4.2	8,076	85.3	523	5.5	9,464	100.0	131	7.5	37	2.1	1,537	88.1	39	2.2	1,744	18.4
	1981	407	4.9	332	4.0	7,057	85.1	500	6.0	8,296	100.0	118	8.3	36	2.5	1,220	85.9	46	3.2	1,420	17.1
	1980	361	4.5	124	1.6	6,886	86.2	615	7.7	7,988	100.0	130	8.6	5	0.3	1,314	86.6	68	4.5	1,517	19.0
FIU	1983	1,068	7.1	5,088	34.2	6,786	45.6	1,926	12.9	14,868	100.0	70	8.3	259	30.7	458	54.4	54	6.4	841	5.7
	1982	926	6.7	4,306	31.2	6,439	46.7	2,115	15.3	13,786	100.0	69	7.9	262	29.9	490	55.9	56	6.4	877	6.4
	1981	963	8.1	3,656	30.7	5,989	50.4	1,284	10.8	11,892	100.0	81	10.2	215	27.0	464	58.2	37	4.6	797	6.7
	1980	998	8.4	1,516	12.8	6,498	55.0	2,800	23.7	11,812	100.0	117	11.0	55	5.2	601	56.7	287	27.1	1,060	9.0
FSU	1983	1,449	6.8	394	1.8	18,136	85.0	1,288	6.0	21,267	100.0	133	6.0	32	1.4	1,826	88.0	210	9.5	2,201	10.3
	1982	1,502	6.9	398	1.8	18,469	85.0	1,370	6.3	21,739	100.0	163	7.4	42	1.9	1,785	81.5	200	9.1	2,190	10.1
	1981	1,688	7.6	410	1.9	18,632	84.2	1,386	6.3	22,116	100.0	204	8.3	50	2.0	1,971	80.6	221	9.0	2,446	11.1
	1980	1,858	8.5	211	1.0	18,324	83.4	1,572	7.2	21,965	100.0	244	9.3	13	0.5	2,098	80.0	268	10.2	2,623	11.9
UCF	1983	651	4.1	567	3.6	13,583	86.8	847	5.4	15,648	100.0	147	5.6	70	2.6	2,336	90.0	40	1.5	2,593	16.6
	1982	618	4.3	562	3.9	12,414	87.2	645	4.5	14,239	100.0	153	6.8	53	2.4	2,007	89.0	41	1.8	2,254	15.8
	1981	535	4.1	481	3.7	11,492	87.8	585	4.5	13,093	100.0	125	5.9	58	2.8	1,885	89.6	35	1.7	2,103	16.1
	1980	531	4.1	223	1.7	11,316	88.3	116	0.9	12,819	100.0	132	6.5	16	0.8	1,796	89.1	72	3.6	2,016	15.7
UF	1983	1,719	5.3	1,508	4.7	25,955	81.0	2,726	8.5	31,908	100.0	135	6.2	59	2.7	1,895	87.6	73	3.3	2,162	6.8
	1982	1,619	5.2	1,422	4.6	25,408	82.1	2,508	8.1	30,957	100.0	146	7.2	57	2.8	1,749	85.8	86	4.2	2,038	6.6
	1981	1,539	5.1	1,354	4.5	25,052	83.6	2,004	6.7	29,949	100.0	168	8.1	54	2.6	1,770	85.2	85	4.1	2,077	6.9
	1980	1,513	5.1	814	2.7	25,160	84.4	2,318	7.8	29,805	100.0	200	8.8	19	0.8	1,956	85.8	104	4.6	2,279	7.6
UNF	1983	439	8.0	54	0.9	4,673	85.6	292	5.3	5,458	100.0	43	6.9	5	0.8	557	89.9	14	2.2	619	11.3
	1982	472	8.7	58	1.0	4,620	84.9	292	5.4	5,442	100.0	45	6.7	7	1.0	605	90.2	14	2.1	671	12.3
	1981	398	8.0	56	1.1	4,358	87.2	186	3.7	4,998	100.0	50	6.8	7	1.0	664	90.2	15	2.0	736	14.7
	1980	354	7.9	19	0.4	4,020	87.6	185	4.0	4,588	100.0	60	8.3	-	0.0	639	88.3	25	3.5	724	15.8
USF	1983	941	3.6	1,205	4.6	23,167	88.5	859	3.3	26,172	100.0	98	3.6	89	3.3	2,464	91.6	37	1.3	2,688	10.3
	1982	917	3.6	1,112	4.4	22,405	89.2	696	2.8	25,130	100.0	119	4.3	96	3.5	2,522	91.1	32	1.2	2,769	11.0
	1981	1,049	4.2	1,066	4.4	21,722	88.9	589	2.4	24,426	100.0	164	5.9	91	3.3	2,525	90.2	18	0.6	2,798	11.5
	1980	1,031	4.2	475	1.9	21,932	89.7	1,002	4.1	24,440	100.0	194	5.6	19	0.5	3,149	90.6	115	3.3	3,477	14.2
UWF	1983	359	6.0	91	1.5	5,181	87.0	291	4.9	5,922	100.0	89	6.9	8	0.6	1,128	88.0	54	4.0	1,279	21.6
	1982	294	5.6	72	1.4	4,642	88.5	237	4.5	5,245	100.0	81	7.4	8	0.7	963	88.1	41	3.8	1,093	20.8
	1981	303	5.7	68	1.3	4,690	88.8	218	4.1	5,279	100.0	71	6.3	11	1.0	1,008	89.2	40	3.5	1,130	21.4
	1980	333	6.2	36	0.7	4,744	88.7	235	4.4	5,348	100.0	92	7.2	4	0.3	1,147	89.5	39	3.0	1,282	24.0
TOTAL	1983	11,098	8.2	9,371	6.9	105,691	78.2	9,365	6.9	135,525	100.0	1,272	8.9	559	3.9	11,889	83.3	549	3.8	14,269	10.5
	1982	10,547	8.1	8,365	6.4	102,863	78.9	8,662	6.6	130,437	100.0	1,302	9.7	564	4.0	11,702	82.5	834	5.9	14,180	10.9
	1981	10,904	8.7	7,450	6.0	99,434	79.7	6,989	5.6	124,777	100.0	1,553	11.0	522	3.7	11,566	81.7	512	3.6	14,153	11.3
	1980	11,641	9.4	3,430	2.8	99,304	80.1	9,636	7.8	124,011	100.0	1,915	12.1	131	0.8	12,760	80.8	984	6.2	15,790	12.7

*Data not available for 1979.

Table 3

SUS TEACHER EDUCATION ADMISSION REPORT

1983-84

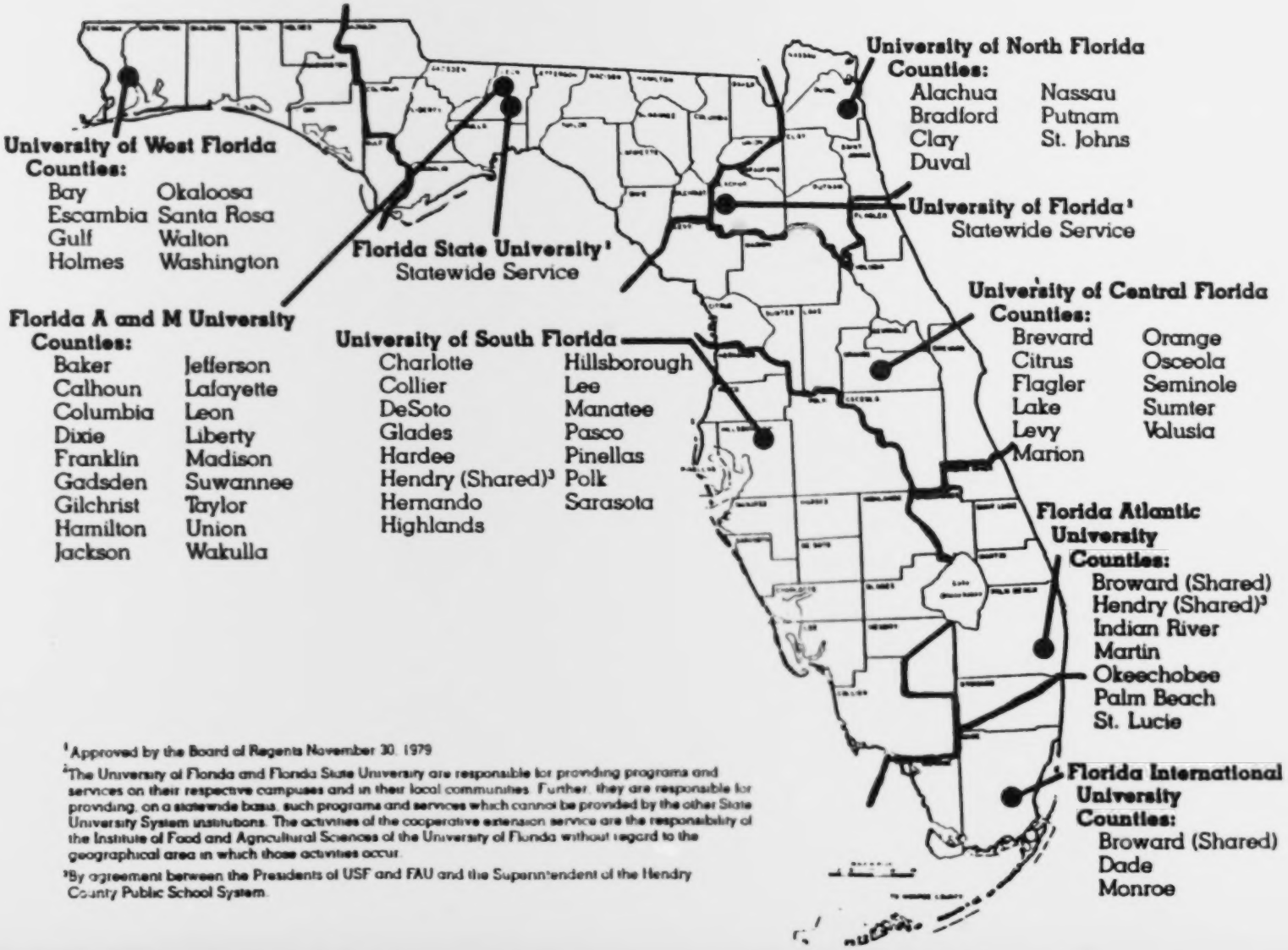
INSTITUTION	TOTAL NO. ADMITTED TO TEACHER EDUCATION PROGRAMS			
	White	Black	Other	Total
FAMU	2	62	4	68
FAU	199	6	4	209
FIU*	89	8	70	167
FSU	406	4	12	422
UCF**	273	4	7	284
UF	486	12	2	500
UNF	124	6	2	132
USF*	458	14	18	490
UWF	199	5	4	208
TOTALS	2,236	121	123	2,480

*Missing Summer 1983 data

**No Admissions Summer 1983

Figure 2

INSTITUTIONAL SERVICE AREAS[1]



[1] Approved by the Board of Regents November 30, 1979

[2] The University of Florida and Florida State University are responsible for providing programs and services on their respective campuses and in their local communities. Further, they are responsible for providing, on a statewide basis, such programs and services which cannot be provided by the other State University System institutions. The activities of the cooperative extension service are the responsibility of the Institute of Food and Agricultural Sciences of the University of Florida without regard to the geographical area in which those activities occur.

[3] By agreement between the Presidents of USF and FAU and the Superintendent of the Hendry County Public School System.

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Table 4

NUMBER AND PERCENTAGE OF FACULTY BY SEX AND RACIAL/ETHNIC GROUP:
TOTAL AND IN EDUCATION, BY INSTITUTION, FALL 1983

INSTITUTION		UNIVERSITY						EDUCATION					
		Male	Female	Black	White	Other	Total	Male	Female	Black	White	Other	Total
FAMU	#	220	108	218	96	14	328	25	14	31	7	1	39
	%	67.1	32.9	66.5	29.3	4.3	100.0	64.1	35.9	79.5	17.9	2.6	100.0
FAU	#	298	69	7	334	26	367	49	33	3	77	2	82
	%	81.2	18.8	1.9	91.0	7.1	100.0	59.8	40.2	3.7	93.9	2.4	100.0
FIU	#	384	153	38	407	92	537	36	18	8	41	5	54
	%	71.5	28.5	7.1	75.8	17.1	100.0	66.7	27.8	14.8	75.9	9.3	100.0
FSU	#	856	248	31	1,035	38	1,104	105	43	6	139	3	148
	%	77.5	22.5	2.8	93.8	3.4	100.0	70.9	29.1	4.1	93.9	1.4	100.0
UCF	#	419	93	14	475	23	512	46	20	3	62	1	66
	%	81.8	18.2	2.7	92.8	4.5	100.0	69.7	30.3	4.5	93.9	1.5	100.0
UF	#	1,103	178	33	1,205	43	1,281	97	33	3	126	1	130
	%	86.1	13.9	2.6	94.1	3.4	100.0	74.5	25.4	2.3	96.9	0.8	100.0
UNF	#	137	57	15	175	4	194	29	25	7	47	-	54
	%	70.6	29.4	7.7	90.2	2.1	100.0	53.7	46.3	13.0	87.0	-	100.0
USF	#	753	192	36	876	33	945	97	33	3	126	1	130
	%	79.7	20.3	3.8	92.7	3.5	100.0	74.6	25.4	2.3	96.9	0.8	100.0
UWF	#	184	47	7	213	11	231	56	13	2	65	2	69
	%	79.7	20.3	3.0	92.2	4.8	100.0	81.2	18.8	2.9	94.2	2.9	100.0
SUS TOTAL	#	4,354	1,145	399	4,816	284	5,499	540	232	66	690	16	772
	%	79.2	20.8	7.3	87.6	5.2	100.0	69.9	30.1	8.5	89.4	2.1	100.0

Table 5

DISTRIBUTION AND AVERAGE AGE OF EDUCATION FACULTY BY UNIVERSITY

INSTITUTION		LESS THAN 30	31-35	36-40	41-45	46-50	51-55	56-60	61 AND HIGHER	TOTAL FACULTY	AVERAGE AGE
FAMU	Number		2	2	5	6	9	8	7	39	52.0
	% of Total		5.1%	5.1%	12.8%	15.4%	23.1%	20.5%	17.9%		
FAU	Number	1	8	18	8	10	19	12	6	82	47.3
	% of Total	1.2%	9.8%	18.3%	9.8%	12.2%	23.2%	14.6%	7.3%		
FIU	Number		3	11	16	7	7	6	4	54	46.5
	% of Total		5.6%	20.4%	29.6%	13.0%	13.0%	11.1%	7.4%		
FSU	Number		9	20	27	21	29	21	21	148	49.4
	% of Total		6.1%	13.5%	18.2%	14.2%	19.6%	14,2%	14.2%		
UCF	Number	1	1	12	12	9	19	8	4	66	48.3
	% of Total	1.5%	1.5%	18.2%	18.2%	13.6%	28.8%	12.12%	6.1%		
UF	Number	2	5	20	24	25	19	20	15	130	48.7
	% of Total	1.5%	3.8%	15.4%	18.5%	19.2%	14.6%	15.4%	11.5%		
UNF	Number		4	21	13	6	6	3	1	54	43.2
	% of Total		7.4%	38.9%	24.1%	11.1%	11.1%	5.6%	1.9%		
USF	Number		2	8	18	30	34	26	12	130	51.2
	% of Total		1.5%	6.2%	13.8%	23.1%	26.2%	20.0%	9.2%		
UWF	Number	1	2	7	16	13	14	12	4	69	48.7
	% of Total	1.4%	2.9%	10.1%	23.2%	18.8%	20.3%	17.4%	5.8%		
TOTAL	Number	5	36	119	139	127	156	116	74	772	48.7
	% of Total	0.6%	4.7%	15.4%	18.0%	16.5%	20.2%	15.0%	9.6%	100%	

Table 6

NUMBER OF PROGRAMS AND DEGREES CONFERRED,
BY INSTITUTION
1983-84

INSTITUTION		LEVELS		
		Bachelors	Masters	Doctorate
FAMU	No. Programs[a]	10	15	-
	Degrees Conferred[b]	93	45	-
FAU	No. Programs	12	13	4
	Degrees Conferred	173	180	28
FIU	No. Programs	15	24	4
	Degrees Conferred	161	206	-
FSU	No. Programs	21	61	29
	Degrees Conferred	291	209	114
UCF	No. Programs	14	23	5
	Degrees Conferred	275	155	-
UF	No. Programs	14	40	12
	Degrees Conferred	459	237	90
UNF	No. Programs	11	14	3
	Degrees Conferred	127	156	-
USF	No. Programs	20	27	2
	Degrees Conferred	474	416	15
UWF	No. Programs	17	13	2
	Degrees Conferred	232	110	-
SUS TOTAL	No. Programs	134	230	61
	Degrees Conferred	2,285	1,714	247

[a]July 1984
[b]1982-83

The Florida Public Schools

The Florida public schools are organized into 67 school districts, one for each county in the state. In 1983-84 student enrollment (FTE) totaled 1,531,040. Over 2 million students are expected to be enrolled by 2000-01.

In 1983-84, nearly 83,000 teachers were employed by the public schools of Florida. A recent study by the Department of Education projected a need for over 6,800 additional teachers by 1985-86. Department reports indicate that nearly 2,200 principals and school administrators were employed in the public schools in 1984-85.

Florida Institute of Education

A unique unit among agencies and organizations directing their energies toward educational improvement is the Florida Institute of Education. The Institute is a "systemwide entity" based at the University of North Florida, but carrying out a statewide mission serving "all levels and sectors" of education throughout the state. Its primary goal is to foster collaborative efforts between and among universities, community colleges and public schools to improve the quality of education. Since the Institute's first year of operation in 1982-83, activities have focused on the the study of the process of collaboration, minority recruitment into the teaching profession, interinstitutional curriculum development, and model program dissemination.

The Director of the Institute is Dean of Education at the University of North Florida. The Institute is governed by the Board of Regents and guided in its work by an Advisory Board comprised of university, public school, business and corporate officials, representatives of local school

boards and parent-teacher associations, the Chancellor of the University System and the Commissioner of Education.

Teacher Education Centers

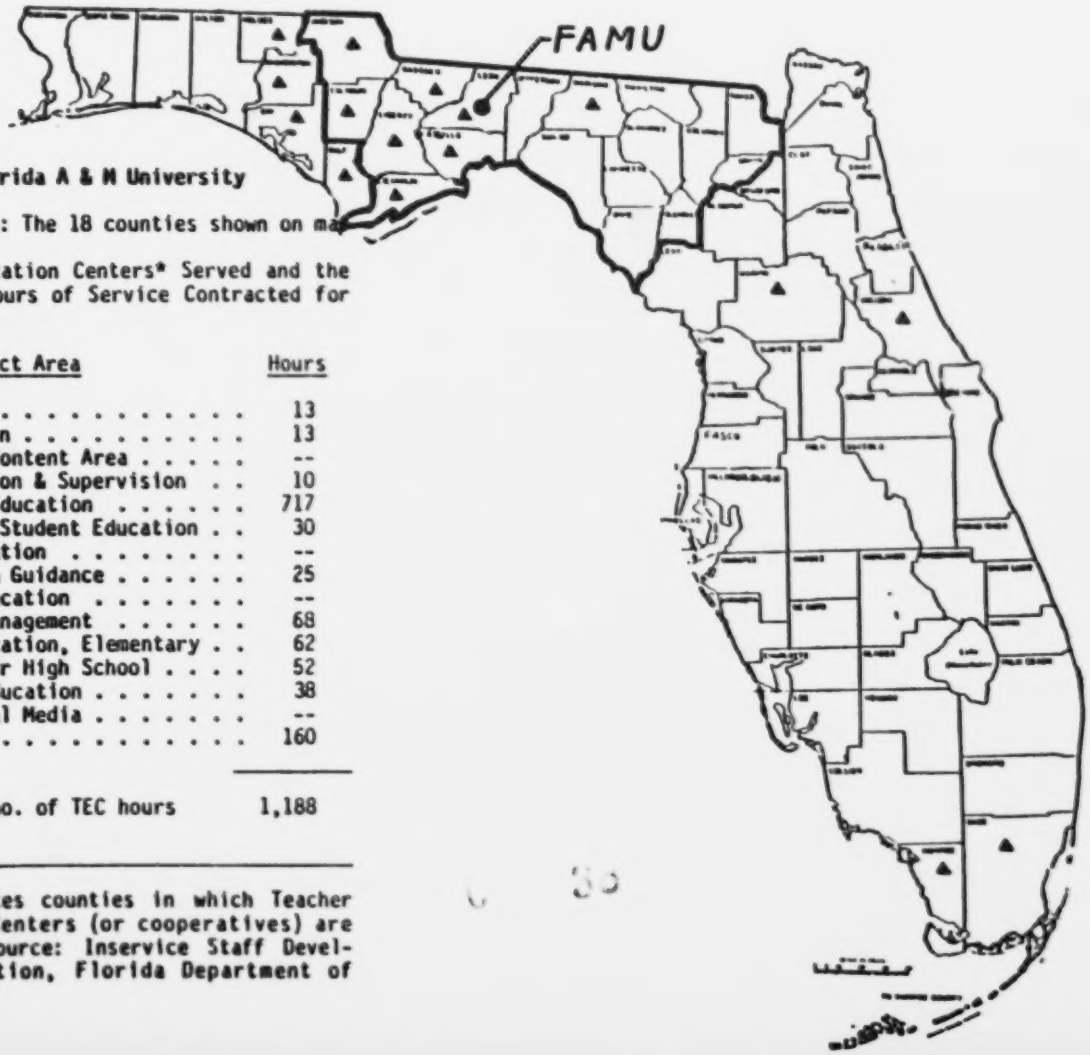
For a number of years the Department of Education in Florida has provided support for the inservice training of instructional and administrative personnel in the public schools through Teacher Education Centers located in counties throughout the state. Resources are made available to Centers based on the number of students in the school system, and instructional activities are obtained by contracting with colleges and universities or other agencies in Florida. Thus, over time, the constituent institutions of the SUS, mostly through their Colleges of Education, have been delivering inservice training to public school personnel principally through Teacher Education Center arrangements.

Figures 3 through 11 show the number and locations of Teacher Education Centers served by each University in the SUS, both inside and outside its service region, during 1984-85. Each figure provides a table giving the subject areas in which instruction or training was provided and the number of "service hours" contracted.

Some idea of the scope of the inservice education task is given in Appendix F which shows the number of instructional and administrative personnel in each of the 67 school districts of Florida in 1984-85. In all, there are currently 94,048 instructional personnel and 2,137 principals.

Figure 3

TEACHER EDUCATION CENTERS SERVED BY FLORIDA A & M UNIVERSITY, 1984-85



Florida A & M University

Service Area: The 18 counties shown on ma

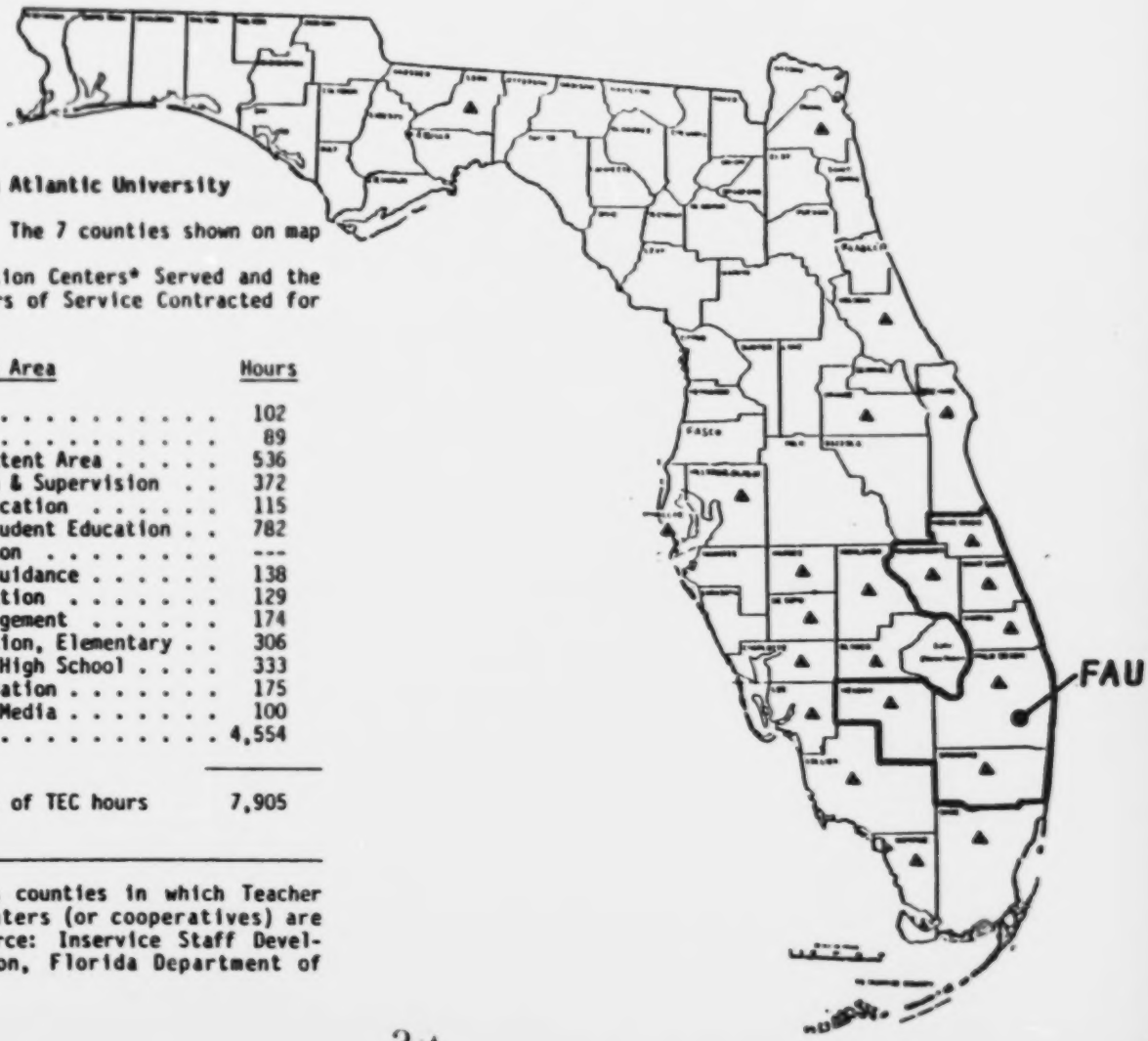
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	13
Communication	13
Reading in Content Area	--
Administration & Supervision	10
Vocational Education	717
Exceptional Student Education	30
Metric Education	--
Counseling & Guidance	25
Consumer Education	--
Classroom Management	68
General Education, Elementary	62
Middle/Junior High School	52
Secondary Education	38
Instructional Media	--
Other	160
Total no. of TEC hours	1,188

*** ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.**

Figure 4

TEACHER EDUCATION CENTERS SERVED BY FLORIDA ATLANTIC UNIVERSITY, 1984-85



Florida Atlantic University

Service Area: The 7 counties shown on map

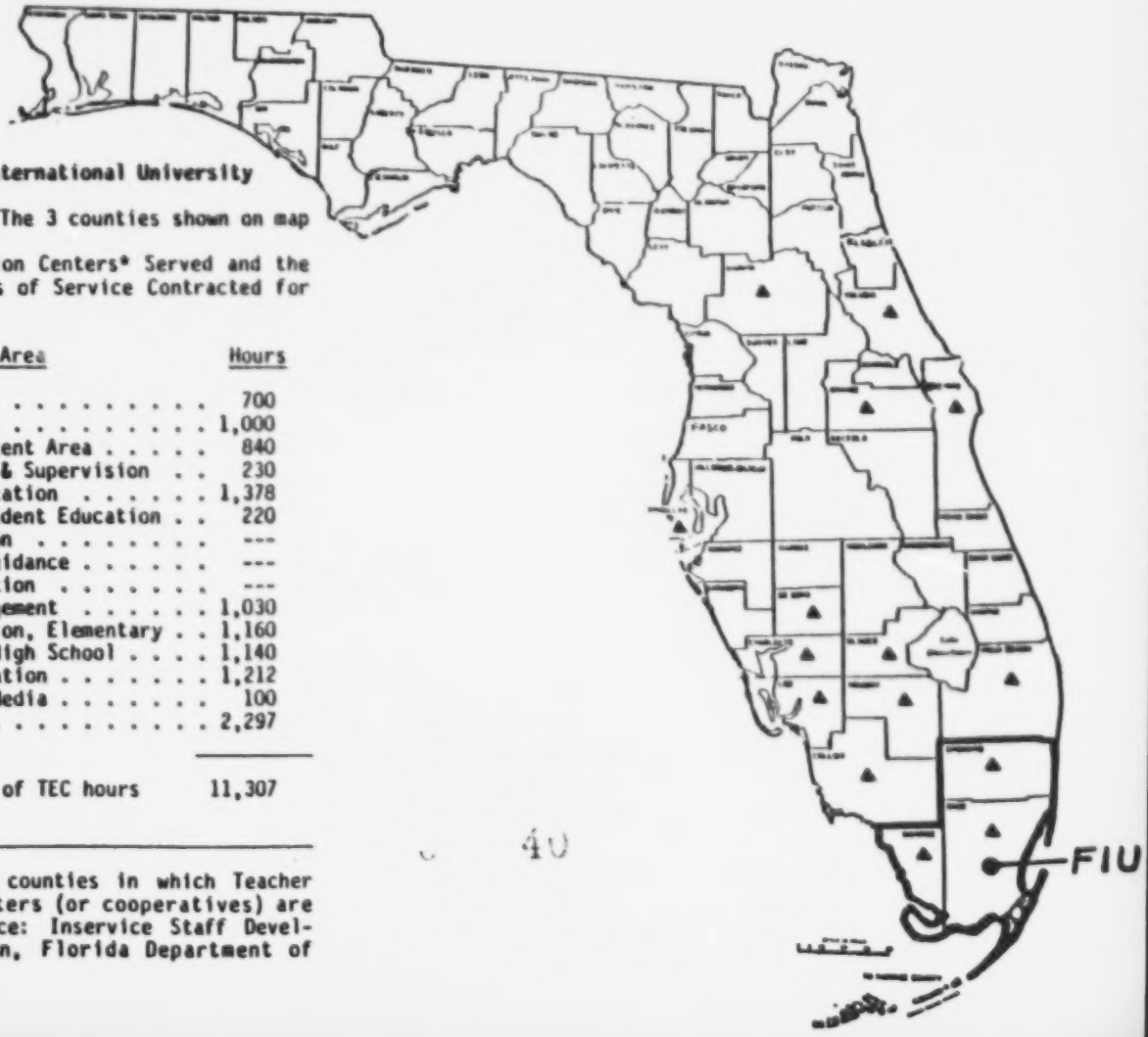
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	102
Communication	89
Reading in Content Area	536
Administration & Supervision	372
Vocational Education	115
Exceptional Student Education	782
Metric Education	---
Counseling & Guidance	138
Consumer Education	129
Classroom Management	174
General Education, Elementary	306
Middle/Junior High School	333
Secondary Education	175
Instructional Media	100
Other	4,554
Total no. of TEC hours	7,905

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

Figure 5

TEACHER EDUCATION CENTERS SERVED BY FLORIDA INTERNATIONAL UNIVERSITY, 1984-85



Florida International University

Service Area: The 3 counties shown on map

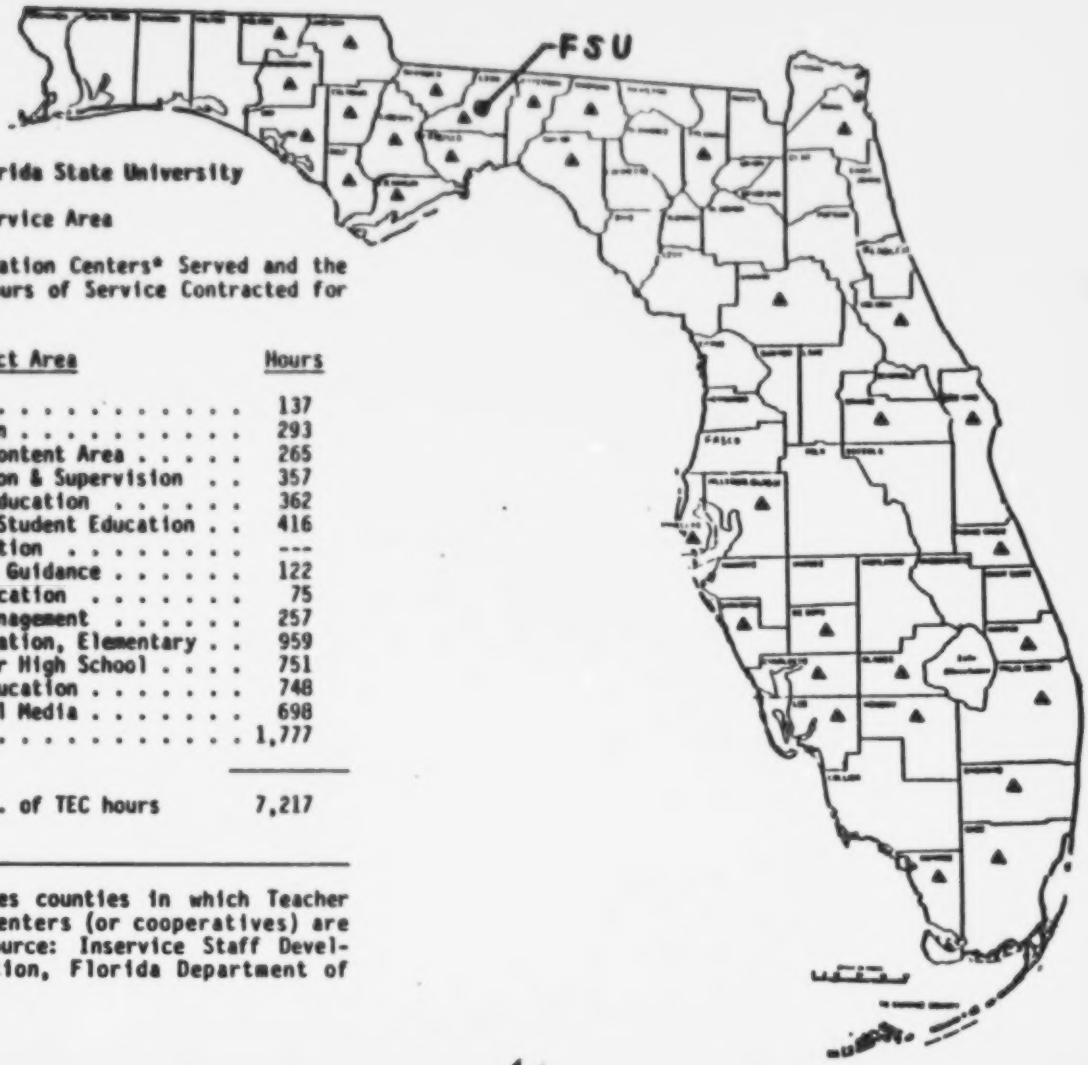
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	700
Communication	1,000
Reading in Content Area	840
Administration & Supervision	230
Vocational Education	1,378
Exceptional Student Education	220
Metric Education	---
Counseling & Guidance	---
Consumer Education	---
Classroom Management	1,030
General Education, Elementary	1,160
Middle/Junior High School	1,140
Secondary Education	1,212
Instructional Media	100
Other	2,297
Total no. of TEC hours	11,307

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

Figure 6

TEACHER EDUCATION CENTERS SERVED BY FLORIDA STATE UNIVERSITY, 1984-85



Florida State University

Statewide Service Area

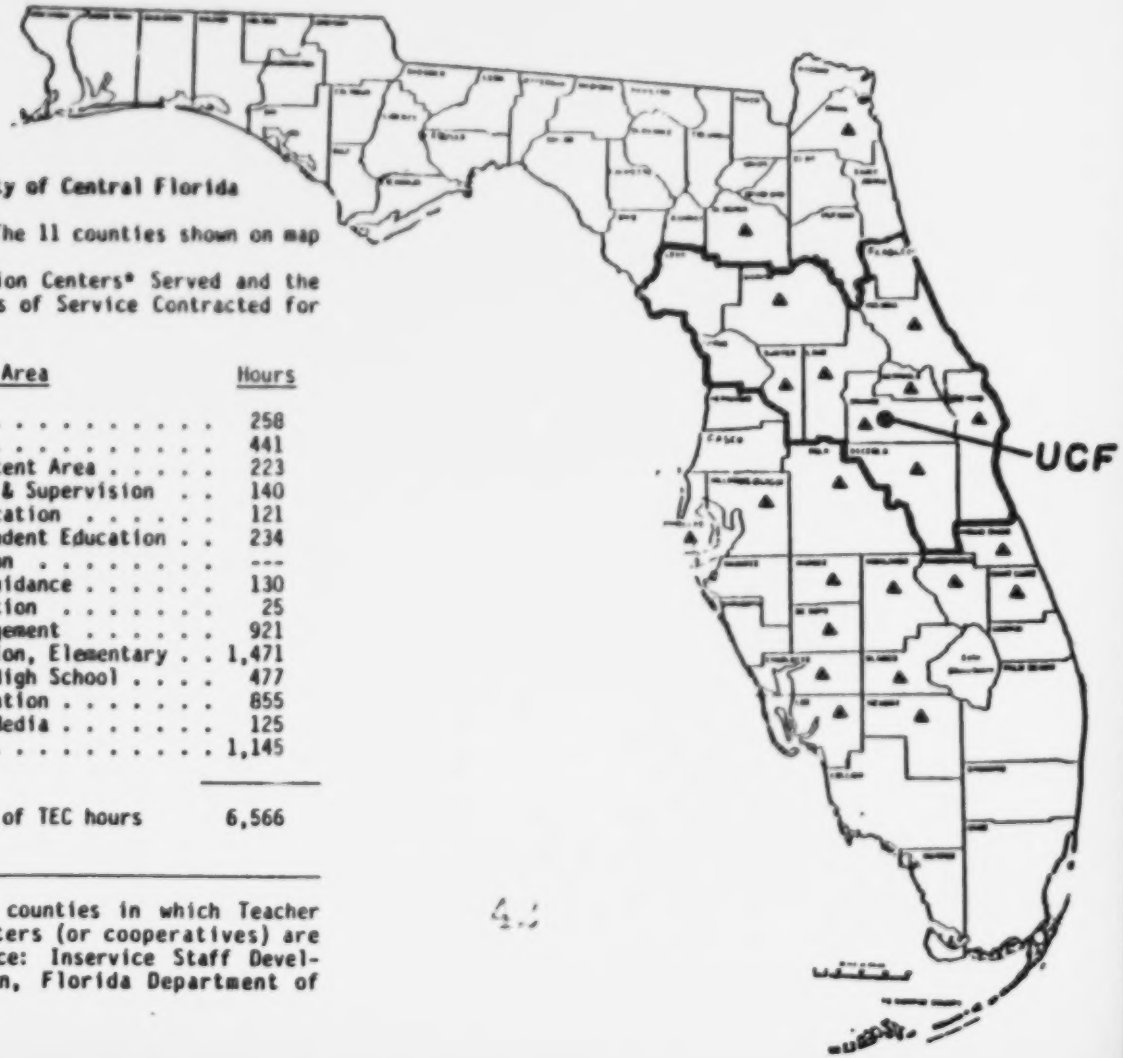
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	137
Communication	293
Reading in Content Area	265
Administration & Supervision	357
Vocational Education	362
Exceptional Student Education	416
Metric Education	---
Counseling & Guidance	122
Consumer Education	75
Classroom Management	257
General Education, Elementary	959
Middle/Junior High School	751
Secondary Education	748
Instructional Media	698
Other	1,777
Total no. of TEC hours	7,217

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

Figure 7

TEACHER EDUCATION CENTERS SERVED BY UNIVERSITY OF CENTRAL FLORIDA, 1984-85



University of Central Florida

Service Area: The 11 counties shown on map

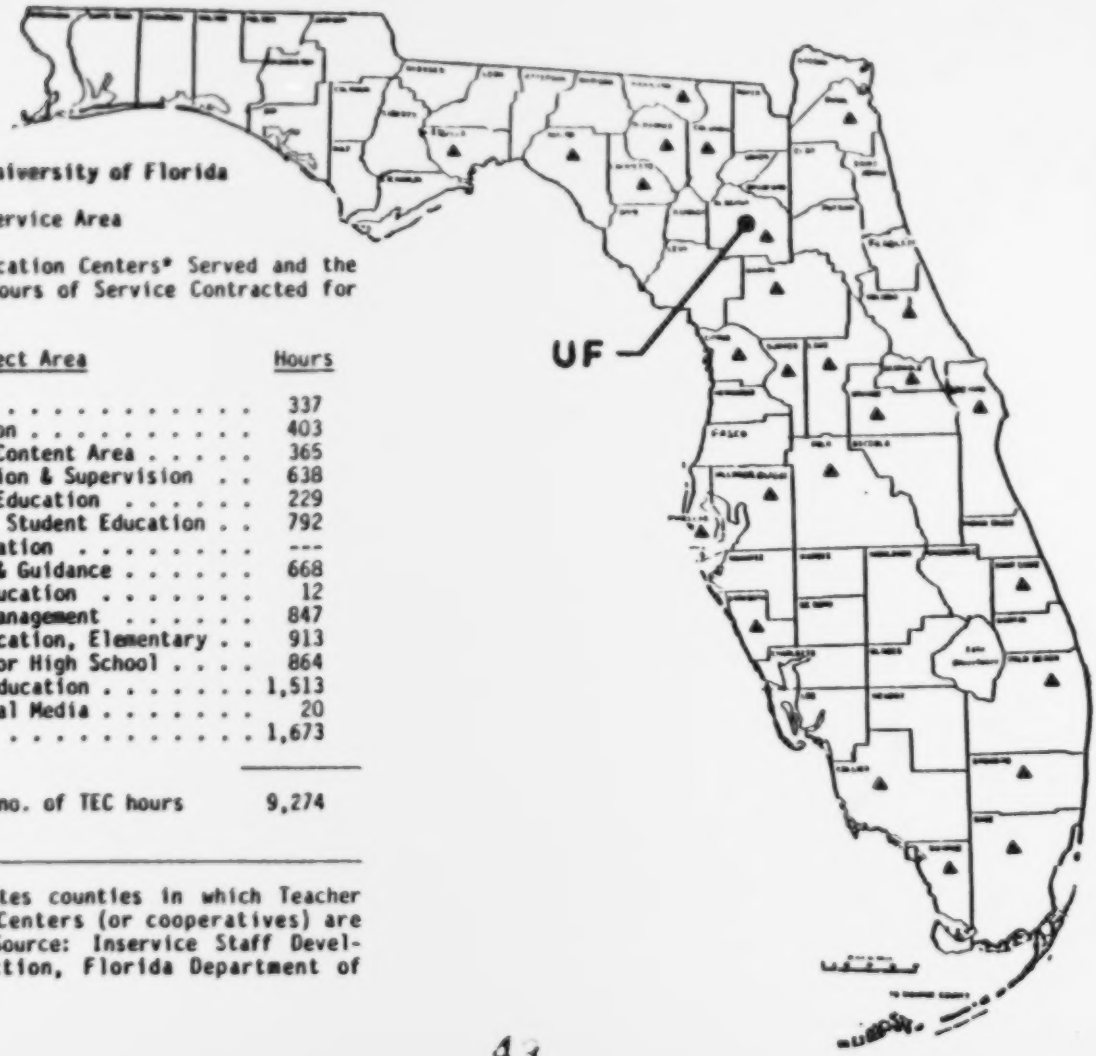
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	258
Communication	441
Reading in Content Area	223
Administration & Supervision	140
Vocational Education	121
Exceptional Student Education	234
Metric Education	---
Counseling & Guidance	130
Consumer Education	25
Classroom Management	921
General Education, Elementary	1,471
Middle/Junior High School	477
Secondary Education	855
Instructional Media	125
Other	1,145
Total no. of TEC hours	6,566

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

Figure 8

TEACHER EDUCATION CENTERS SERVED BY UNIVERSITY OF FLORIDA, 1984-85



University of Florida

Statewide Service Area

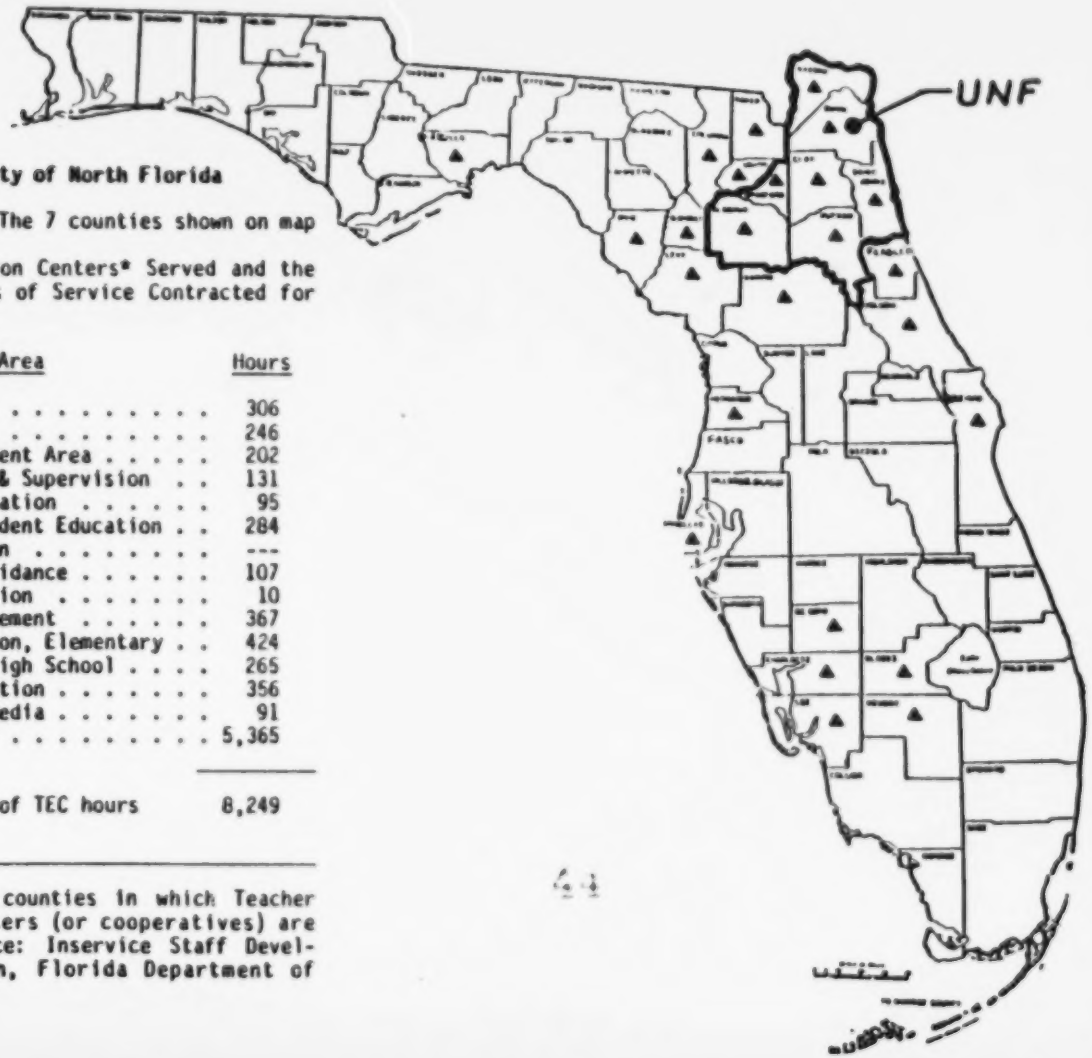
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	337
Communication	403
Reading in Content Area	365
Administration & Supervision	638
Vocational Education	229
Exceptional Student Education	792
Metric Education	---
Counseling & Guidance	668
Consumer Education	12
Classroom Management	847
General Education, Elementary	913
Middle/Junior High School	864
Secondary Education	1,513
Instructional Media	20
Other	1,673
Total no. of TEC hours	9,274

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

Figure 9

TEACHER EDUCATION CENTERS SERVED BY UNIVERSITY OF NORTH FLORIDA, 1984-85



University of North Florida

Service Area: The 7 counties shown on map

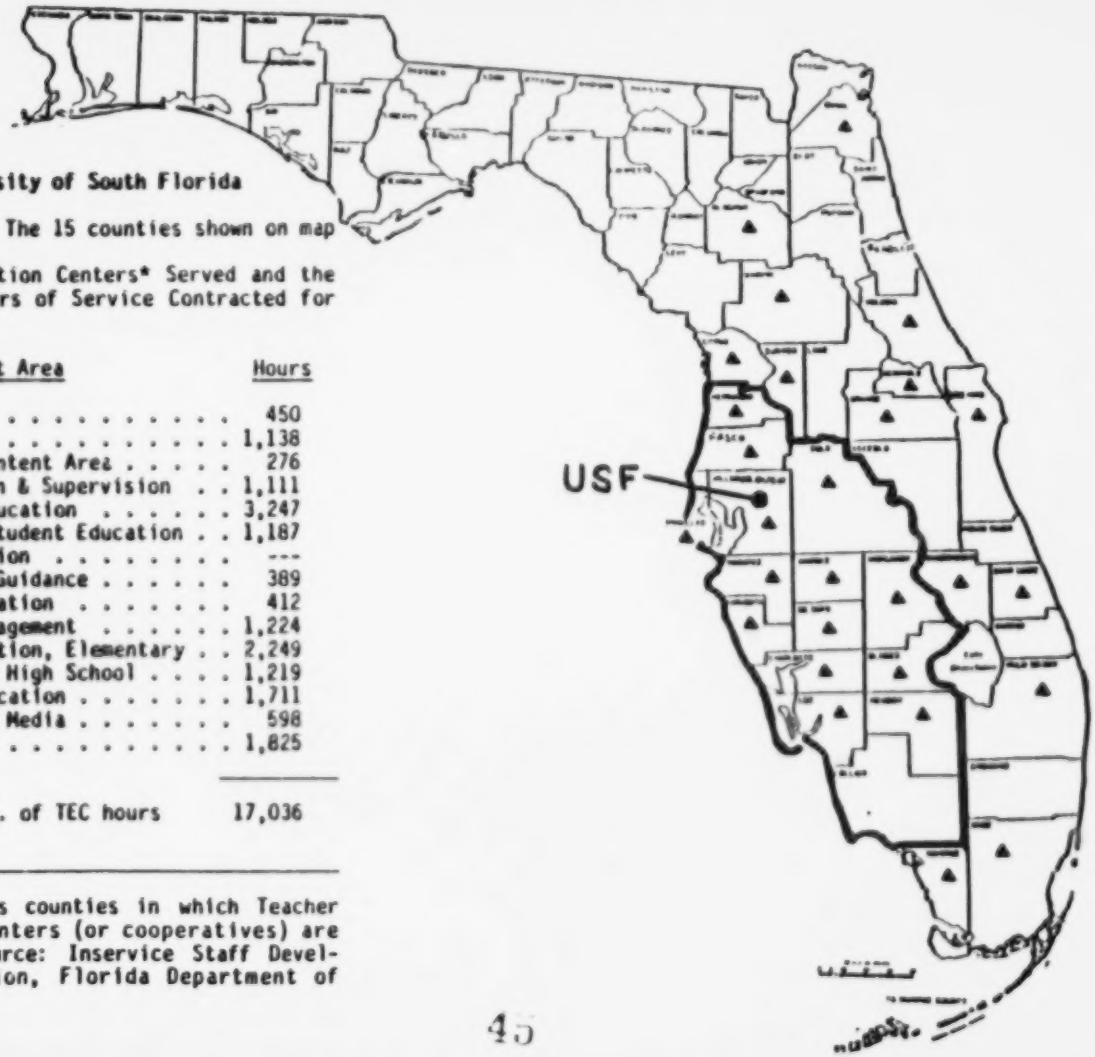
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	306
Communication	246
Reading in Content Area	202
Administration & Supervision	131
Vocational Education	95
Exceptional Student Education	284
Metric Education	---
Counseling & Guidance	107
Consumer Education	10
Classroom Management	367
General Education, Elementary	424
Middle/Junior High School	265
Secondary Education	356
Instructional Media	91
Other	5,365
Total no. of TEC hours	8,249

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

Figure 10

TEACHER EDUCATION CENTERS SERVED BY UNIVERSITY OF SOUTH FLORIDA, 1984-85



University of South Florida

Service Area: The 15 counties shown on map

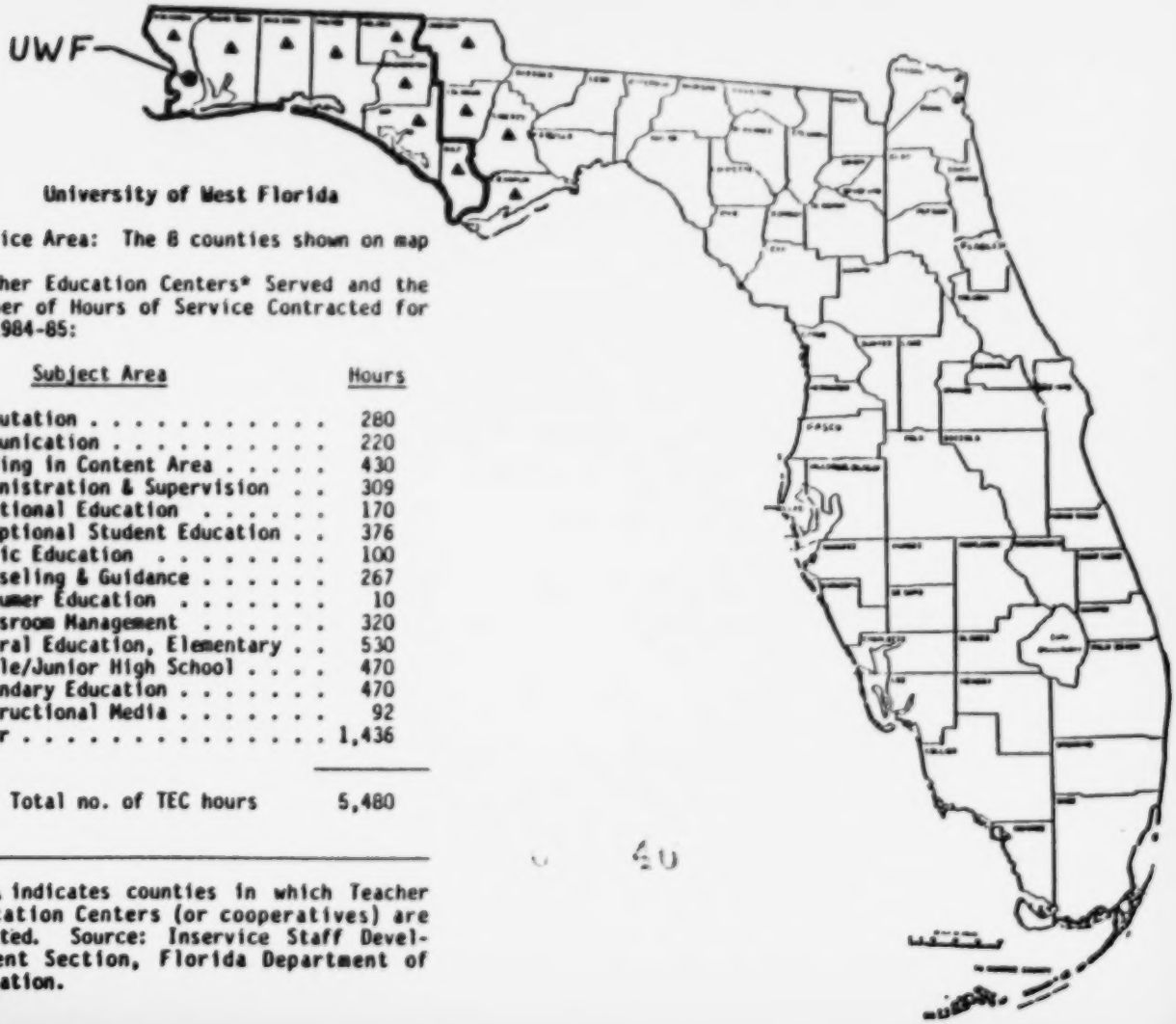
Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	450
Communication	1,138
Reading in Content Area	276
Administration & Supervision	1,111
Vocational Education	3,247
Exceptional Student Education	1,187
Metric Education	---
Counseling & Guidance	389
Consumer Education	412
Classroom Management	1,224
General Education, Elementary	2,249
Middle/Junior High School	1,219
Secondary Education	1,711
Instructional Media	598
Other	1,825
Total no. of TEC hours	17,036

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

Figure 11

TEACHER EDUCATION CENTERS SERVED BY UNIVERSITY OF WEST FLORIDA, 1984-85



University of West Florida

Service Area: The 8 counties shown on map

Teacher Education Centers* Served and the Number of Hours of Service Contracted for in 1984-85:

Subject Area	Hours
Computation	280
Communication	220
Reading in Content Area	430
Administration & Supervision	309
Vocational Education	170
Exceptional Student Education	376
Metric Education	100
Counseling & Guidance	267
Consumer Education	10
Classroom Management	320
General Education, Elementary	530
Middle/Junior High School	470
Secondary Education	470
Instructional Media	92
Other	1,436
Total no. of TEC hours	5,480

* ▲ indicates counties in which Teacher Education Centers (or cooperatives) are located. Source: Inservice Staff Development Section, Florida Department of Education.

The Florida Community College System

The Florida Community College System consists of 28 Community Colleges, many of which have branch campuses. In 1983 headcount enrollment in the 28 two-year institutions totaled over 375,000 students. Nearly 29% of this enrollment is in three institutions in the southeast region of Florida in Palm Beach, Broward and Dade (Miami) Counties. Figure 12 identifies the name and location of each Community College. Table 7 shows the 1983-84 enrollments at each of the 28 two-year institutions and their branch campuses.

Community College Transfer Students

It is important to note than an unusually large number of students enrolled in the State University System of Florida are transfers from the community colleges of Florida. Approximately 14.1% of upper-division enrollment in the nine universities in the SUS in 1984 completed the majority or all of their lower division work and general studies in a community college.

In the discipline of Education, 48.9% of education majors in Fall 1983 were community college transfers. Table 8 indicates the number of transfers majoring in education at each institution.

Figure 12

FLORIDA COMMUNITY COLLEGES

1. PENSACOLA JUNIOR COLLEGE
   Pensacola, Florida
2. OKALOOSA WALTON JUNIOR COLLEGE
   Niceville, Florida
3. GULF COAST COMMUNITY COLLEGE
   Panama City, Florida
4. CHIPOLA JUNIOR COLLEGE
   Marianna, Florida
5. TALLAHASSEE COMMUNITY COLLEGE
   Tallahassee, Florida
6. NORTH FLORIDA JUNIOR COLLEGE
   Madison, Florida
7. LAKE CITY COMMUNITY COLLEGE
   Lake City, Florida
8. FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
   Jacksonville, Florida
9. SANTA FE COMMUNITY COLLEGE
   Gainesville, Florida
10. ST. JOHNS RIVER COMMUNITY COLLEGE
    Palatka, Florida
11. CENTRAL FLORIDA COMMUNITY COLLEGE
    Ocala, Florida
12. DAYTONA BEACH COMMUNITY COLLEGE
    Daytona Beach, Florida
13. SEMINOLE COMMUNITY COLLEGE
    Sanford, Florida
14. LAKE SUMTER COMMUNITY COLLEGE
    Leesburg, Florida
15. PASCO HERNANDO COMMUNITY COLLEGE
    Dade City, Florida
16. ST. PETERSBURG JUNIOR COLLEGE
    St. Petersburg, Florida
17. HILLSBOROUGH COMMUNITY COLLEGE
    Tampa, Florida
18. POLK COMMUNITY COLLEGE
    Winter Haven, Florida
19. VALENCIA COMMUNITY COLLEGE
    Orlando, Florida
20. BREVARD COMMUNITY COLLEGE
    Cocoa, Florida
21. INDIAN RIVER COMMUNITY COLLEGE
    Fort Pierce, Florida
22. SOUTH FLORIDA COMMUNITY COLLEGE
    Avon Park, Florida
23. MANATEE JUNIOR COLLEGE
    Bradenton, Florida
24. EDISON COMMUNITY COLLEGE
    Fort Myers, Florida
25. PALM BEACH JUNIOR COLLEGE
    Lake Worth, Florida
26. BROWARD COMMUNITY COLLEGE
    Fort Lauderdale, Florida
27. MIAMI DADE COMMUNITY COLLEGE
    Miami, Florida
28. FLORIDA KEYS COMMUNITY COLLEGE
    Key West, Florida

Table 7

HEADCOUNT ENROLLMENT 1983-84

Community Colleges in Florida

COLLEGE	ADVANCED PROFESSIONAL	VOCATIONAL POSTSEC-ONDARY	VOCATIONAL POSTSEC. ADULT	VOCATIONAL SUPPLE-MENTAL	TOTAL
Brevard	6,134	3,546	1,438	15,407	26,525
Broward	13,480	7,109	0	6,974	27,563
Central Florida	2,272	934	489	4,031	7,726
Chipola	1,319	155	174	1,706	3,354
Daytona Beach	2,835	3,739	1,239	6,296	14,109
Edison	4,545	1,309	0	5,629	11,483
Fla. J.C. at Jax	8,782	4,643	3,194	17,957	34,576
Florida Keys	684	446	80	1,300	2,510
Gulf Coast	2,759	1,763	0	4,694	9,216
Hillsborough	9,098	4,830	94	4,206	18,228
Indian River	2,745	2,616	367	0	5,728
Lake City	767	688	354	3,328	5,137
Lake-Sumter	1,252	773	0	344	2,369
Manatee	6,776	1,164	0	2,329	10,269
Miami-Dade	17,000	7,782	0	1,810	26,592
North Florida	884	0	256	500	1,640
Okaloosa-Walton	4,006	1,310	0	762	6,078
Palm Beach	13,779	3,329	419	7,488	25,015
Pasco-Hernando	1,410	1,574	31	4,271	7,286
Pensacola	8,158	4,162	1,759	2,922	17,001
Polk	3,216	1,812	0	3,147	8,175
St. Johns River	793	482	0	249	1,524
St. Petersburg	14,811	7,381	0	9,265	31,457
Santa Fe	5,188	2,710	442	2,280	10,620
Seminole	4,726	1,678	2,384	1,657	10,445
South Florida	1,081	139	1,080	2,109	4,409
Tallahassee	5,635	595	0	375	6,605
Valencia	9,284	3,580	0	26,757	39,621
Total	153,419	70,249	13,799	137,793	375,260

SOURCE: Florida Division of Community Colleges

Table 8

HEADCOUNT OF UNDERGRADUATE STUDENTS MAJORING IN EDUCATION
WITHIN THE STATE UNIVERSITY SYSTEM BY TYPE OF STUDENT
AT DATE OF ENTRY INTO EACH UNIVERSITY -- FALL 1983

UNIVERSITY	NO. OF UNDERGRAD. EDUCATION MAJORS	TYPE OF STUDENT AT DATE OF ENTRY			
		CC Transfers with AA Degree	CC Transfers without AA	First Time in College	Other Undergrad. Transfers
FAMU	454	43	37	251	123
FAU	714	199	220	4	291
FIU	411	210	61	0	140
FSU	1,161	340	128	480	213
UCF	1,097	405	153	178	361
UF	1,423	468	142	589	224
UNF	319	126	43	4	146
USF	1,623	642	169	399	413
UWF	572	252	166	2	152
SUS Totals	7,774	2,685 34.5%	1,119 14.4%	1,907 24.5%	2,063 26.6%

Source: Fall 1983 Student Data/Course Files

METHOD AND SCHEDULE OF THE REVIEW

The method for the program review in education consisted of four separate but related activities:

1. A review of special reports, plans and staff papers on the discipline of Education available from the Chancellor of the SUS;
2. A review of comprehensive self-studies prepared by each College of Education including basic information on all teacher education programs and all degree programs in Education within each University;
3. A review of special reports and studies completed by the Post-Secondary Education Planning Commission (PEPC), the Florida Department of Education, the Florida Community College System, and the Florida Legislature; and
4. A campus site visit to each of the nine constituent institutions of the SUS.

Self-Studies

Each institution prepared a self-study document, following a standard format provided by the Chancellor. Each self-study included current information on academic degree programs, state approved teacher education programs, faculty resources, students, funding, facilities, curriculum, research, public service, articulation, future plans, and reports from previous internal and external program reviews.

These studies provided Review Panel members with current detailed information on the subject of the review, including enrollment data, degrees conferred, University and College organization and policies, relationships between the Colleges of Education and other Schools and

Departments on each campus, relationships with two year institutions in the region, relationships with the public schools, teacher education centers, and other agencies and organizations, and relationships and interactions with other senior public and private institutions of higher education in Florida.

Each Review Panel member read and was thoroughly familiar with institutional self-studies prior to campus site visits. The self-study outline is included in Appendix G.

Campus Site Visits

The Review Panel members and two members of the Chancellor's staff visited each of the nine institutions in the State University System of Florida during the period January 14 through February 15, 1985. Visits lasted from one to one and one-half days depending on the size and complexity of the College of Education. A schedule is included in Appendix H.

While a short visit to an institution would seem to afford little time to form salient observations or offer firm recommendations, the Review Panel feels comfortable with its observations and recommendations made in its study. Each institutional self-study included thorough descriptions of organizational, instructional, faculty and student resources. A wealth of helpfully organized data on enrollment, productivity, faculty and prior review outcomes provided a solid foundation for expert panelists to assess the health and vitality of the various academic programs.

Most important were the orderly, intense and frequent individual and group interviews arranged by the Board of Regents and College of Education staff members. These exchanges formed the central information gathering vehicle and provided for consultants the real arena within which the review

took place. There is no substitute in academic program review for vigorous dialogue among peers as to the nature of the issues at hand, the problems and opportunities affecting the colleges, and the strength and enthusiasm of faculty, students and administrators as they go about their work. The panel, keenly perceptive and experienced hands themselves, worked quickly to cut through protocol to examine the vital structures and operations of the colleges and their institutions.

A standard format for campus site visits was developed by the Review Panel and used throughout the series of visits. The format was designed to augment self-study report information and other special reports by focusing on individual and small group interviews with key staff members (administrators and faculty), students, and community college, public school, and other College of Education and University personnel. The visitation format was uniform across institutions but sufficiently flexible to allow for pursuit of special issues or characteristics of each College of Education or University. A copy of the campus site visit format is included in Appendix I. A list of persons interviewed on each campus is supplied in Appendix J. A copy of interview and group discussion guidelines is provided in Appendix K.

Review Panel Interactions

Review Panel members met prior to, at the mid-point of, and at the completion of each campus site visit to assure fresh and complete discussion of site visit observations and the preparation of findings and recommendations for individual reports to each university president and for the comprehensive report for the Chancellor and the Board of Regents. Sufficient time was reserved for the Panel at the completion of the visitation

series to prepare initial observations and recommendations for the Chancellor and the Commissioner of Education.

Special Interviews

Review Panel members interviewed a number of persons individually to gain insight into systemwide and statewide activities. These included Chancellor Barbara Newell and Vice Chancellor Roy McTarnaghan (SUS), Commissioner Ralph Turlington and Dr. Garfield Wilson (Florida Department of Education), and Dr. Paul Parker and Mr. David Ehlert (Community College System). Also, Dr. Stedman met with Dr. Marilyn Beck and members of the committee reviewing the matter of teacher education in the Community Colleges

The Review Panel interviewed the Presidents of eight of the nine institutions, all nine Chief Academic Officers, the Deans of each of the nine Colleges of Education and the Campus Coordinators responsible for developing the self-study, campus site visit arrangements, and all special information required by Panel members. Table 9 provides a roster of the University leadership who met directly with Review Panel members.

The Review Panel

The Education Review Panel consisted of six outstanding professional educators from five different states. Each has a special background of education and experience with public schools, college, university, system, and statewide issues, and academic programs in professional education and the several disciplines related to education and the preparation of teachers. Each member of the Panel has a distinguished reputation at the national level and, as a group, the Panel includes strength in the areas of university and public school organization and administration, campus-wide

professional education and interdisciplinary programs, university and public school relations, educational research and development, outreach and public service systems and continuing education, and academic program review and evaluation. The panel is uniquely qualified to address the broad issues and questions posed by the Board of Regents in this review and equally able to assess the specific strengths and weaknesses of campus level programs and school-college relationships.

The Board of Regents Staff

Two members of the Chancellor's staff, working under the supervision of Vice Chancellor Roy McTarnaghan and with guidance from Dr. Angela Lupo-Anderson, provided a strong base of staff support for the Review Panel. The basic formats for the self-studies and the campus site visits, and the information gathering strategy were devised by Regents' staff in consultation with the Review Panel.

Table 9

ROSTER AND UNIVERSITY LEADERSHIP FOR EDUCATION PROGRAM REVIEW

INSTITUTION	PRESIDENT	CHIEF ACADEMIC OFFICER	DEAN OF EDUCATION	CAMPUS COORDINATOR
Florida Atlantic University	Dr. Helen Popovich	Dr. Kenneth Michels	Dean Roy Hoffman	Dr. Roy Hoffman
Florida A & M University	Dr. Walter Smith	Dr. Leedell Neyland	Dean Thomas Jackson	Dr. Walter Mercer
Florida International University	Dr. Gregory Wolfe*	Dr. Steve Altman	Dean Peter Cistone	Dr. Peter Cistone
Florida State University	Dr. Bernard Sliger	Dr. Augustus Turnbull	Dean Bruce Tuckman	Dr. Cynthia Wallat
University of Central Florida	Dr. Trevor Colbourn	Dr. Leslie Ellis	Dean Robert Cowgill	Dr. Virginia Barr-Johnson
University of Florida, Gainesville	Dr. Marshall Criser	Dr. Robert Bryan	Dean David Smith	Dr. Marvin McMillin
University of North Florida	Dr. Curtis McCray	Dr. William Merwin	Dean Andrew Robinson	Dr. Dennis Holt
University of South Florida	Dr. John Brown	Dr. Gregory O'Brien	Dean William Katzenmeyer	Dr. Marcia Mann
University of West Florida	Dr. James Robinson	Dr. Arthur Doerr	Dean Carl Backman	Dr. Gordon Eade

* Not available for an interview.

PANEL OBSERVATIONS AND RECOMMENDATIONS

Few states have struggled for so long or with as much determination to improve public education as has Florida. Few states have had as many agencies and actors in the movement to reform the public schools and teacher education--an active legislature, an assertive Governor, a remarkably effective Commissioner of Education, a special Post-Secondary Commission on Higher Education, a perceptive Chancellor and determined Board of Regents, an eager Community College System, nine universities, and perhaps even others. One occasionally yearns for a moratorium on reform to see just what it is that is working.

Even as this report is being submitted, additional revisions are being considered in teacher certification standards, community college admissions procedures, teacher education center funding and probably other areas. Yet, the climate for educational improvement in Florida is positive and optimistic. Significant gains and improvements have been made, unintended and unanticipated negative effects of early reforms are being adjusted, the various sectors and levels of education are coming into better synchrony, and there is a developing opportunity in Florida to assume a national leadership role in Education, in its schools and in its universities.

There remain important problems--a serious undersupply of teachers, a shrinking pool of minority students in education and minority teachers in the public schools, expanding diversity in school populations requiring culturally diverse curricula and multi-lingual instructors, beleaguered university faculties seeking renewal under pressures for public service, diminishing college enrollments, negative effects of student choice, standardized test requirements for teacher education programs, and the

difficulties encountered by professional education as it seeks to improve its image.

The problems are not intractable. There are bright signs about the state. Innovative teacher education programs at the University of South Florida, at the University of Florida, and at Florida International University give a strong pulse reading on teacher education in Florida. Strong and energetic leadership at the College of Education and the University levels is building confidence among faculties and the quality of students is improving. A genuine sense of cooperation is felt by public school leadership, and there is a renewed sense of interest in the schools.

The Review Panel has attempted to digest dozens of reports, hundreds of interviews and discussions, and scores of observations and initial statements. Tracking on the principal issues and focal points it was given, the Panel has set forth four groups of recommendations, each calculated to address a cluster of important ideas and issues. These four groups include observations and recommendations on: (a) colleges of education, (b) college-school relations, (c) revisions in teacher education programs, and (d) system level issues.

A. Colleges of Education

Observations and recommendations in this group relate to the current strength and effectiveness of the Colleges of Education in the State University System of Florida.

A-1: Leadership

Observation. The Panel was positively impressed with the energy and quality of the College and University leaders directly involved in plans and programs in Education throughout the System.

A state university system of the caliber of Florida's must have leadership of the highest order for its Colleges of Education. Two of the nine deanships were open at the time of review (UCF and FAU). One dean (FAMU) is continuing in an interim capacity. The open positions are substantial and should attract persons of competence.

Recommendation. Every effort should be made to maintain the high level of leadership found in the Colleges of Education and great care should be taken to maintain these high standards in the appointment of new deans. Further, the deans and their staffs should be provided with the mechanisms (University-wide Councils on Teacher Education) and support resources necessary to address the issues and opportunities available in Education today.

A-2: Faculty Development

Observation. Given the fact that most College of Education faculty members hold tenure, and given the ways in which the field is changing (e.g., advances in educational technology) and the need to redeploy many faculty, more consideration needs to be given to faculty development. Greater consideration needs to be given to the use of sabbatical leave, the definition of faculty load, and the need for collaborative research and development activities. Related is the fact that College of Education departments offering, or aspiring to offer, the Ph.D. need a much stronger research faculty than currently exists in most of the nine colleges.

Recommendation. Colleges of Education need to devote increased energy and resources to their own renewal as they work toward renewal of the public schools. Faculty development is the key and incentive systems for faculty development and for faculty involvement in research and service to

the schools must be devised. Therefore, each College of Education should initiate a serious and long-term program directed toward revitalization of its faculty. In recruiting new faculty, particular attention should be paid to research skills.

A-3: Program Planning

Observation. Program planning includes the selection of curriculum goals and objectives for training educational personnel and allocating and managing resources to achieve them. With a few notable exceptions, program planning in education programs appears to be driven by external forces such as legislative mandates and state board rules. There is some indication that this is beginning to change as faculty participate in providing assistance to school personnel through TEC efforts. The greatest impact on program planning and revision seems to come about when university faculty are involved in long-term working relationships with public schools.

Those education programs which appear to be most dynamic and innovative are those which have identified and carefully analyzed the kinds of clients which the schools in their region serve. The educational leadership and teacher education curricula are then designed to train education personnel to work effectively within these schools. Excellent examples of such planning and implementation are the urban education program at FIU and the strategic planning approach at USF.

Planning in many Colleges of Education appears to lack full awareness of external trends in the state, the region, and the international scene. For example, less than half of the institutions have implemented courses which help students acquire an understanding of cultural differences and what impact these differences have on teaching or operating a school.

School improvement will depend on effectively addressing the impact of cultural diversity given the rapidly changing nature of Florida.

Externally driven initiatives which are beginning to have an impact on program planning include:

- o competencies for regular classroom teachers to identify and address learning programs for students with exceptionalities
- o computer literacy
- o the Florida Performance Measurement System
- o the Beginning Teacher Program
- o competencies for principals

Program planning appeared to be fragmented. Several instances were encountered where programs or departments offered their own research methods courses rather than rely on courses offered in the research department. Students cited several examples of encountering the same content being presented in several courses. In addition, externally imposed requirements, such as knowledge of the FPMS, were added to courses without deleting any content. This results in proliferation and unnecessary duplication.

Instructional productivity could be increased by developing a common core of courses within programs or departments to the extent possible.

Recommendation. Colleges of Education should take steps to develop comprehensive and continuing program planning and evaluation activities designed to regularly improve curriculum, guide college policy and structure and link colleges effectively with other units and organizations in the university and throughout their region and the state.

Each College should develop a specific long-range plan for operations and maintain adequate staff to assure the adequate development and revision of such plans.

A-4: Campus-wide Program Planning

Observation. The professional preparation of teachers is a University-wide activity. For this reason, the oversight and planning of teacher education programs demands structures and policies at each institution that will assure that each College of Education will secure the support and contribution of each unit of the University and that the College of Education will in turn assure the various disciplines of their essential input to teacher education programs and their fair share of accountability for the effectiveness of their graduates. It is the responsibility of each Chief Academic Officer to see that these structures and dialogues are in place and current and to certify that they are vital and supported.

Recommendation. Each University should establish and maintain a campus-wide Council or Committee on Professional Education to help assure the continued close working relationships required for effective education programs. The Council or Committee should report directly to the Chief Academic Officer and should address matters of policy as well as academic procedure.

A-5: Increasing Minority Presence

Observation. There are few more urgent problems for higher education in the mid-1980s than minority student and faculty recruitment. In the southern region particularly, the difficult problem of addressing integration while preserving the ethnic identity of racially different institutions has been compounded by the peculiar demands of the public schools for minority teachers. Given the current difficulty of attracting young people to the teaching profession and the propensity of states to assure the quality of teacher education programs and of teachers through individual testing, the number and percentage of minority students have dwindled. This constitutes a problem of equity and perhaps more importantly a condition of deprivation for majority students and faculty in both the university and in the public schools.

The percentage of minority students in Colleges of Education is somewhat less than the percentage in Florida's general population. Local campus goals for minority enrollment are not being reached. Certification and admission standards can be barriers to access and participation of minorities since they rely heavily on standardized test scores. Faculties are reluctant to aggressively recruit "high risk" students since they may not be able to meet the program approval standards to which faculties are held accountable. The 10% admissions waiver is not being used to admit minority students. The majority of the students admitted under this policy are white. In addition, of the 64 graduate scholarships awarded through the Board of Regents' financial aid program last year, only seven were awarded in Colleges of Education.

Most importantly, present program redesign efforts are not designed to demonstrate their efficacy in preparing teachers of culturally diverse

backgrounds or in preparing teachers for culturally diverse student populations. Such programs may be hampered in attending to this need unless steps are taken to ensure access and participation of minorities.

Recommendations. The Panel offers the following five recommendations:

1. Steps should be taken to identify minority students who could be attracted into the teaching profession through cooperative efforts among high school, community college and university faculty, students and administrators.
2. Incentives should be developed and made clearly available to qualified minority students to attract and retain such students in Colleges of Education.
3. Colleges of Education should experiment with alternative ability assessments in conjunction with required test scores in the admission of minority students. Programs such as the Student Potential Program currently being used at FAU and FIU are examples of useful approaches.
4. The Board of Regents should establish a program to enhance current efforts at Florida A & M University in test preparation of minority students as a pilot project for the state. A collaborative program of dissemination to other campuses should be developed by the Florida Institute of Education.
5. Efforts should be renewed to attract minority faculty members in Colleges of Education in concert with university-wide affirmative action plans but with special visibility and support for Education faculty.

A-6: Programs Producing Graduates Who Do Not Prefer the Public Schools for Employment

Observation. The Review Panel was surprised at the significant amount of faculty and student resources in the nine Colleges of Education dedicated to the production of graduates who do not intend and who seldom obtain employment in the public schools. Notable among such programs are Human Services Programs, Counselor Education, School Psychology, and other programs associated with Education, Allied Health, Rehabilitation, and Human Resources activities.

At a time when the central problem in teacher preparation is an adequate supply of first-rate teachers, educational administrators, and educational service personnel, it seems imprudent to encumber limited resources for such peripheral programs unless they can be supported by external funding sources.

Recommendation. Each College of Education and each University should carefully assess the extent to which their overall resources are being limited by support of professional programs not directly related to the education of teachers, school administrators and other school support personnel essential for effective schools. Steps should be taken to reduce or eliminate peripheral programs that are not directing their efforts toward the improvement of teaching in public education.

Departments of Psychology, Business, Allied Health, and other disciplines required to prepare educational support personnel should begin to assume a greater share of that burden.

A-7: International Studies and Bilingual Multicultural Programs

Observation. Florida institutions are in a unique position to develop and implement teacher education programs that include well designed and evaluated components of bilingual and multicultural curricula. Some effort is being made to plan and conduct such activities, particularly at Florida International University.

Recommendation. Greater emphasis should be placed in all Colleges of Education on the development and dissemination of bilingual and multicultural educational activities, both for teacher education and for public school programs.

A-8: Centers and Institutes

Observation. School renewal can benefit from the expertise that exists throughout the university. However, the problems that public schools face cannot be addressed well by traditional university units. Bringing together various disciplines to work with the schools in solving their problems cannot be done well in the traditional departmental structures. The Panel saw many examples of opportunities for intrauniversity cooperation that were not realized because existing centers and institutes were in Colleges of Education and were isolated from the rest of the university, or were in other colleges and Education faculty were excluded. Even the Programs and Centers for Excellence exhibited this tendency.

Recommendation. Centers and Institutes designed to address educational issues should be structured and funded in ways that will increase the likelihood that Education faculty and other university faculty work together.

B. College-School Relations

Observations and recommendations in this group relate to issues and actions among the Colleges of Education and the public schools.

B-1: Commitment to the Public Schools

Observation. When a University makes a commitment to the public schools, it must be long term and certain adjustments in policy and operations must be made. Similarly, the public schools take on serious new responsibilities upon entering into a school-college partnership. It is often the case that neither side is fully prepared for these adjustments and responsibilities and initial gains in collaboration are soon lost unless more permanent policies and structures are laid down to foster collaborative work.

Recommendation. University presidents, deans of education, and school superintendents should maintain close communication and working relationships to assure that school-college partnerships continue and that barriers to collaborative work are removed. This may require the establishment of Regional Councils on Professional Education to provide a forum for dealing with the many issues that arise out of partnership development.

B-2: Service to the Public Schools

Observation. The quantity and quality of staff development provided school districts by the faculties of the nine Colleges of Education are impressive. Discussions with school administrators indicate that such efforts are well received and are focused on critical problems facing the school districts. One of the reasons for this productive relationship between school districts and Colleges of Education is the Teacher Education Centers (TEC) and the method of funding them. Making the TEC the "broker"

has enabled school districts to obtain programs "tailor-made" to their needs.

Without exception, the Review Panel heard positive, supportive, and convincing arguments for the continuing operation of Teacher Education Centers (TECs) from universities and public schools, both administrators and faculty. This vehicle for extending the resources of higher education to public school teachers and administrators, on public school terms, has been a popular and effective method of meeting professional development needs while at the same time providing an organized method for accessing university training resources. If this program were to be discontinued, a major linkage between the universities and the schools would be lost.

Recommendations. The Panel recommends the following:

1. Legislation creating the Teacher Education Centers (TEC) which defined their missions and their relationships with Colleges of Education and school systems has been highly effective and should be continued and expanded.
2. Due to the staff development needs created by the new teacher certification requirements, funding for the TECs should be increased.
3. Whereas each College of Education is assigned an Institutional Service Area, the authority of the Teacher Education Centers to contract for services outside the Institutional Service Area in which they are located should continue to be unrestricted but carefully coordinated to avoid duplication or unproductive competition.
4. Programs requested by school districts should permit staff development for all professional personnel.

5. Incentives should be provided College of Education faculty to provide their services through TECs that are included in promotion and tenure criteria. No faculty member will maintain interest in public service if it works against career advancement.

B-3: Supply-Demand

Observation. The Florida DOE report on the projected needs for teachers in Florida provides ample evidence that the need for teachers through 1999 cannot be met by simply increasing the productivity of SUS Colleges of Education or by the aggregate of approved teacher education programs, public and private. On the other hand, the Review Panel is not persuaded that many of the strategies proposed for meeting the projected demand can be successfully implemented. While the work of the Critical Teacher Shortage Committee is creative and exhausts the inventory of possible strategies to meet demand, many of those strategies appear impractical. The plain fact seems to be that Florida will continue to draw heavily upon other states for teachers to serve in its public schools. What remains then is the development of an effective means for identifying the best teachers from among out-of-state applicants and assuring that their quality is at least equal to that demanded of teachers trained within the state. This will require a well organized, collaborative venture between the universities and public schools of Florida.

Recommendation. A State Teacher Recruitment and Evaluation Program should be initiated to identify and review applicants from out-of-state who seek employment as teachers in Florida. This program should be a collaborative effort between Colleges of Education in the SUS and the public

schools in their region, working principally through the current regional structures developed for TEC activities. The program would decide on the best method for assurance of the quality of incoming teachers based on each case. Methods might range from a recommendation to complete the Beginning Teacher Program to full initial certification based on a review of applicants' credentials. Programs designed to facilitate "lateral entry" of professionals from outside education (e.g., business and corporate community, the armed services, law, medicine, and others) should be incorporated within this program.

B-4: Florida Institute of Education

Observation. The Florida Department of Education, the Board of Regents and the Legislature have displayed remarkable insight in establishing the Florida Institute of Education to demonstrate and study the necessary collaborative process among public school, community college, and university programs in Florida and to enhance inter-institutional efforts in the service of public school improvement.

Recommendation. The Institute's mission should be expanded to include the capacity to diffuse exemplary projects among the nine Colleges of Education and the public schools. A significant increase in its current resources will be required to meet this responsibility.

B-5: Proposed revisions in teacher certification standards

Observation. The Education Standards Commission has proposed significant revisions in current certification procedures and in the certification renewal process. In the course of its study, the Panel solicited reactions to these proposed revisions and statements regarding the possible impact on Colleges of Education of implementing the proposed revisions. Opinions and

reactions from university officials and faculty members and school officials and teachers ranged widely but tended to focus in six areas:

1. The potential limitation of career options for teachers embedded in the proposed revisions and for attracting competent candidates from out-of-state;
2. The need for clarity of definition of the new certification areas proposed;
3. The value of the proposed revisions for further assurance of quality in the teaching profession;
4. Concern for the quality of inservice credit experiences;
5. Concern about the validity of the teacher performance evaluation system proposed;
6. Concern that continued expansion of required criteria will force students to extend their course of study to a five-year program without a rational and well-organized five-year program plan.

Recommendation. While the Panel generally feels that more revisions may further cloud already ambiguous areas, it recommends that revisions that are considered for adoption address the following needs:

1. The need to increase teacher career advancement, mobility, and flexibility of job options;
2. The need to maintain high quality and provide time for educational experiences in recertification activities;
3. The use of measures of teaching effectiveness that are valid and useful; and
4. The provision of adequate resources to implement, monitor, and evaluate revisions at the school level.

B-6: Decision-Oriented Educational Research

Observation. In addition to improving salaries, another mechanism for attracting more able people into teaching is to improve the conditions under which they teach. Understanding the conditions which may be negatively affecting the quality of an educational program and the quality of people available to conduct that program can be greatly enhanced by establishing a stronger program of decision-oriented educational research in the Florida system. This refers to a form of educational research which is guided by the information requirements of people charged with the responsibility of improving the system--the school boards, the school district managers, and the school principals.

This type of research includes needs assessments, program evaluations, and management information systems. It is best done through collaborative efforts between university-based researchers and school district personnel, particularly those responsible for research, testing, and evaluation within the school districts. The mechanisms that have been put in place to ensure that teacher inservice will be responsive to the needs of the public schools (i.e., the Teacher Education Centers) could also be utilized to stimulate more decision-oriented research on the part of the university-based researchers. For example, school districts could be provided with state funds that would allow them to purchase this type of research service from universities in a manner similar to the ways in which they now obtain inservice training. The panel found very little of this type of research collaboration and the main reason seemed to be the absence of an incentive system for making it possible.

Recommendation. The Board of Regents and the Department of Education should develop a plan similar to the Teacher Education Center activity that

would provide an organized and adequately funded program for decision-oriented research directed toward school improvement. The plan should require university-public school collaboration at the regional and local levels and include a state level coordination unit to facilitate research and to inform educational policy development.

C. Revisions in Teacher Education

Observations and recommendations in this group are directed toward teacher education program improvement.

C-1: Teacher Education Programs

Observation. The Review Panel was impressed by the overall soundness and strength of the Colleges of Education in the SUS. Each has unique problems and opportunities. Enrollment declines, the initiation of tougher admission and retention requirements, and dwindling resources have required some reduction in effort at a time when quality and productivity demands are high. Nonetheless, morale appears to be good and innovation and coping strategies are the chief reaction to difficult times.

The solution to the quality issue is not the creation of a monolithic approach to teacher education in Florida. Instead, it is a time for serious review and renewal of existing programs to redesign the methods of preparing teachers to fit today's needs. This does not require the imposition of a "single best way". It does require the leadership, arrangements, and persistent long term work that will be necessary to reform teacher education. Institutions that are not prepared to participate in careful, long-term reform and to provide disproportionately larger budgets to Colleges of Education than their enrollments might ordinarily warrant, should consider getting out of the teacher education business. The

challenge is to be selective and to build on strength rather than to be universal and attempt to provide every speciality in professional education at every College of Education.

Recommendation. Colleges of Education in the SUS should be encouraged to continue rigorous self-study and to experiment with alternative forms of preparing teachers and school administrators. However, these activities should not be undertaken in isolation from other efforts within the SUS. Every effort should be made to bring the Colleges into closer working relationships so that their strengths can be explored and so that at the statewide level, new approaches that have been found effective can be shared widely and have greater impact. Policies and procedures to encourage these interinstitutional activities should be developed by the SUS.

C-2: Unproductive Programs

Observation. Several degree programs in the SUS reflect inadequate student demand, either in terms of enrollment or degree productivity, and were subject to Panel scrutiny as to whether they warrant continuation.

Using criteria based on the number of students enrolled or degrees conferred over a specified period of time, the Panel developed a list of academic degree programs to be considered for discontinuation. The minimum standards for continuation set were:

a. A minimum enrollment of an average of more than five students per year over the three-year period 1981-83 for baccalaureate and master's degree programs;

b. A minimum productivity of an average of more than five graduates per year from baccalaureate degree programs and more than three

graduates per year from masters and specialist degree programs over the three-year period 1982-84;

c. A minimum productivity of an average of more than two graduates per year from doctoral programs over the five-year period 1980-84.

Based on these criteria, the Panel developed a list of programs considered by these standards to be unproductive. The programs are identified, by institution, in Tables 10 and 11.

Recommendation. Unproductive programs should be reviewed closely by Chief Academic Officers at each institution to see if these programs are meeting any justifiable need. Particular attention should be paid to program areas in which there is a high demand for teachers in Florida. Such reviews should be completed and reports submitted to the Board of Regents by January 1, 1986, recommending continuation or discontinuation of unproductive programs. Programs to be discontinued should cease enrollment by July 1, 1986. Any resources saved by discontinuations should accrue to the College of Education involved.

Table 10

Unproductive Programs in the State University System of Florida, Based on Enrollment[a]

Institution	Baccalaureate Degree Programs	Master's Degree Programs
FAMU	English Education Art Education	Busi., Commerce, & Dist. Ed. Agriculture Education Mathematics Education Science Education Social Studies Education
FAU	none	none
FIU	Music Education	Health Education School Psychology
FSU	Curriculum and Instruction Science and Human Affairs	Special Education, General Curriculum and Instruction Media Education Science and Human Affairs
UCF	Speech, Comm., & English Ed.	Speech, Comm., & English Ed.
UF	none	Educational Statistics Educational Psychology Education of Mentally Retarded Pre-Elementary Education Secondary Education, General Art Education Foreign Language Education Music Education Social Studies Education
UNF	Educational Psychology Science Education Business and Distributive Ed.	Art Education Music Education Mathematics Education
USF	Mass Comm./English Education Humanities Education	English Education Foreign Language Education Speech Comm./English Education Science Education
UWF	Foreign Language Education Music Eucation Science Education Speech Education	none

[a]Unproductive means an average of 5 or fewer enrollments per year for last 3 years.

Table 11

Unproductive Programs in the State University System of Florida, Based on Degree Productivity[a]

Institution	Baccalaureate Degree Programs	Master's Degree Programs	Specialist Degree Programs	Doctoral Degree Programs
FAMU	Art Education Music Education Science Education	Bus., Commerce, & Distributive Ed. Ed. Administration Agricultural Ed. Mathematics Ed. Science Education School Psychology Social Studies Ed.	none	none
FAU	none	none	Counselor Education	Curric. & Instruc.
FIU	Ed. of the Emotion. Disturbed Music Education Mathematics Ed. Science Education Health Education Home Econ. Ed. Foreign Lang. Ed. English Education	Social Studies Ed. School Psychology	none	none
FSU	Special Education Foreign Lang. Ed. Science Education Movement Sci. Ed. Science & Human Afrs.	Media Education Ed. Stat. & Res. Ed. Test. & Eval. Ed. Psychology Art Education English Education Science Education Social Studies Ed. Science & Human Afrs.	Educational Admin. Higher Education Social Foundations Student Personnel Elementary Ed. Foreign Lang. Ed. Mathematics Ed. Reading Ed. Social Studies Ed. Indus. Arts, Voc. & Tech. Ed. Science & Human Afrs.	Ed. Psychology Special Ed., General Ed. of Mentally Retarded Ed. of Multiple Hand. Emot. Dist./Learn Dis. Elementary Education English Education Secondary Education Science Education Social Studies Education Science and Human Afrs.

[a] Unproductive defined as follows:
For B, an average of 5 or fewer graduates per year for last 3 years.
For M and S, an average of 3 or fewer graduates per year for last 3 years.
For D, an average of 2 or fewer graduates per year for last 5 years.

Table 11 (Continued)

Institution	Baccalaureate Degree Programs	Master's Degree Programs	Specialist Degree Programs	Doctoral Degree Programs
UCF	Foreign Lang. Education Speech, Comm. & Eng. Ed.	Music Education Mathematics Education Foreign Lang. Ed. English Education Social Studies Ed.	none	none
UF	Foreign Lang. Ed. Science Education	Ed. Statistics Special Ed., Gen. Pre-Elementary Ed. Secondary Ed. Art Education English Education Foreign Lang. Ed. Music Education Social Studies Ed.	Higher Ed. Admin. Ed. Statistics Social Foundations Special Ed., Gen.	Ed. Statistics School Psychology Ed. Psychology Correct & Dev. Counsel Student Personnel in Higher Education
UNF	Ed. Psychology Art Education Music Education Mathematics Ed. Science Education Business Ed.	Art Education Mathematics Ed. Science Education Physical Education	none	none
USF	Mass Comm./Eng. Ed. Foreign Lang. Ed. Speech Comm./Eng. Ed.	English Education Humanities Ed. Foreign Lang. Ed. Speech Comm./Eng. Ed. Mathematics Ed. Jr. & Comm. Coll. Ed. Music Education Ed. of Mentally Retard.	Ed. Administration	Ed. Administration
UWF	Art Education English Education Foreign Lang. Ed. Social Studies Ed. Social Sci. Interdis. Mathematics Ed. Music Education Science Education Science/Chemistry Science/Sci. Interdis.	English Education Social Studies Ed. Science/Sci. Interdis.	none	none

C-3: Laboratory Schools

Observation. Though recommendations from the several evaluations of the four laboratory schools over the past sixteen years have provided potential for renewal, the missions of the laboratory schools still lack translation into effective operational programs, and the relationships with Colleges of Education and surrounding school systems remain unclear.

Institution and College of Education officials appear to be straining to contrive meaningful existences for essentially adjunct operations. In some cases, the presence of the facility is the only source of stimulation to develop an activity for its use.

Recommendation. If useful missions are not developed and effective programs implemented which address critical issues in improving standards of quality, innovative learning and instruction identified jointly by the universities and school systems, consideration should be given to discontinuation of the laboratory schools. Most Panel members agreed that developing and operating teacher education program activities in the "natural settings" of public schools in the region was a superior method to campus-based laboratory school operations.

C-4: Innovative Teacher Education Programs

Observation. Over the past few years, Colleges of Education have developed many training programs which have the potential for excellence. They are in varying stages of development, implementation, and evaluation. Though the programs were designed to meet local conditions, they constitute models which might be adapted to the needs of other school districts.

Two factors have caused the emergence of these well designed, innovative programs: the basic creativity and drive for excellence on the part of

Florida's professional educators, and the impact of the teacher certification mandates. These innovative program efforts have promoted communication across campuses on a faculty level, renewed respect for the Colleges of Education on some campuses, and varied the roles and structures of university-wide mechanisms for intra-university cooperation on teacher education. These efforts are characterized by organizational, curricular and strategic approaches to innovation. The majority of these revision efforts have been initiated without additional or external support. If carried through, each may be expected to involve organizational restructuring, curricular revision, and new linkages with university units and education agencies.

The Panel was particularly impressed by the program innovations at the University of Florida (Pro-Teach), the University of South Florida (SCATT), and Florida International University (Urban Education Program). In addition, the emerging undergraduate degree program in math and science education at Florida State University was found to have great potential.

Recommendation. Efforts in teacher education program innovation should be fostered and sustained by sufficient university resources to provide adequate support for the implementation and evaluation of these promising projects.

Further, it is important to disseminate these new forms throughout the state and to provide technical assistance to institutions who seek to adopt them.

D. System-Level Issues

Observations and recommendations in this group are directed toward systemwide and statewide policies and activities in education.

D-1: Systemwide Coordination

Observation. While the current trend in Florida appears to be away from a unified and closely collaborating university system, the priority set by the State Board of Education and the Regents in the direction of school-college partnerships to effect school renewal and improved economic growth calls for increased coordination among institutions as well as mechanisms that will foster closer collaboration among universities and between the universities and public schools in their region.

The Panel cannot recall a situation in which interinstitutional program strategies were more urgently needed, or more frequently cited by administrators and faculty alike as a critical method to address public school needs and to strengthen the professional schools and colleges of the State University System of Florida. The success and effectiveness of school renewal activities undertaken by the State University System of Florida will depend heavily on interinstitutional strategies.

The Regents' Study Commission report, A Path to Excellence in Public Higher Education in Florida (January 1985), addresses this issue in several recommendations. Implementation of those recommendations would enhance the system's effectiveness in Education program development, school development and school-college relationships.

Recommendations. The State University System of Florida should establish mechanisms to develop and coordinate systemwide actions directed toward articulating university-school programs, including:

1. A Regents' Council of Deans of Education to coordinate College of Education Planning, to assure regular and periodic information sharing, and to provide an organized source of advice and consul-

tation for the Chancellor and the Board of Regents on matters related to education.

2. A Coordinator of Educational Planning and Development to be assigned to the Chancellor's staff for the purpose of stimulating and coordinating program development in Education in the State University System of Florida and for evaluating school-university program activities. This Coordinator would also act as a liaison to the Florida Department of Education to help assure the effectiveness of such agencies as the Florida Institute of Education.

3. Communications networks at the regional level among institutions, public schools and community college leadership directed toward improvements in teacher education and the effectiveness of public schools. Such networks could consist of Councils or Regional Task Forces made up of the key leaders from each sector of Education in the region.

D-2: Regional Service Areas

Observation. There appears to be considerable confusion and lack of interest or understanding about the multi-county regions assigned to institutions in the SUS. Policies and procedures for offering courses and programs do not appear to be consistently implemented and little quality control or oversight is evident. As institutions increase their outreach activities through expanded extension and public service programs, it will become increasingly important to plan and conduct these activities in the most effective ways possible, not only to improve quality but also to reduce cost.

Recommendation. It is essential that a clear set of policies and procedures be developed by the Board of Regents regarding degree-related extension and non-credit instructional services throughout the state. Particular attention should be paid to statewide planning and coordinated implementation of academic programs in Education, particularly in relation to Teacher Education Centers.

Statewide policies developed by the Board of Regents should be articulated carefully with Community College and Department of Education policies and procedures and stronger steps should be taken to make these policies known and to enforce them.

D-3: Cooperative Doctoral Programs in Education

Observation. Since the Florida Board of Regents approved the establishment of cooperative degree programs in 1975, and affiliated degree programs in 1983, four cooperative degree programs and three affiliated programs have been established at the doctoral level in Education.[2]

During the program review team's visits to the nine universities, it became evident that there are a number of issues impacting directly on operation of the programs that need to be addressed if quality is to be assured. The issues fall roughly into four areas: the sponsoring institution, the participating institution, institutional resource capability; and student demand.

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[2] Cooperative program: Where an existing doctoral "program of substantial strength is available and a public university can complement the delivery of the program with some faculty and specialized resources" at another institution."

Affiliated Program: "Where two or more institutions have complementary program strength, each may award the degree by combining resources within a specified agreement."

Sponsoring Institution. There was a general perception at sponsoring institutions that although cooperative and affiliated programs meet the needs of some students, the resources necessary to support such programs have not been adequate. Moreover, students do not understand how cooperative and affiliated programs work, and some complained that they are "falling through the cracks". In addition, residency requirements are minimal at best and many students do not seem to have time to acquire research skills and complete dissertations. When students take courses at participating and/or affiliated institutions, they sometimes work under faculty who are not qualified to supervise at the doctoral level and may have to settle for library resources that are insufficient to support a doctoral program.

Participating Institution. In participating institutions there is a perception that cooperative programs succeed at their expense rather than through support provided by the host institution. The perception about disparity is even greater in regard to affiliated programs. Although a greater degree of support is provided by the participating institution, it is the sponsoring institution that "receives the credit". In this connection, some students reported that they were encouraged to transfer from the Ed.D. program to the Ph.D. program when they had completed all of the requirements except for twelve credit hours. Such transfers mean that the students would be credited to the host institution.

Institutional Resource Capability. At some of the institutions it was apparent that the mission is to teach and provide public service, and not to emphasize research. As a result, the faculty at participating institutions generally do not appear to have strong records in scholarly productivity. Further, such institutions may not have a core research requirement for students in the master's program. As a result, it is not realistic to expect

the faculty to provide a quality doctoral program. Resources at some affiliated institutions appear to be even weaker.

Student Demand. Apparently, there is a heavy student demand for doctoral programs, primarily in educational administration and supervision and particularly in the urban areas.

As a general proposition, the SUS can expect that there will be an increase in the demand for doctoral level programs in Education. Steps should be taken to clarify and rationalize the current arrangements and to develop a comprehensive statewide approach to meeting this demand. The most effective way to do this is to adopt a clear set of policies with regard to residency requirements, core requirements, faculty assignments, admission and retention requirements, sources of funding and procedures for continuing program needs assessments and evaluations. This will require a much more intensive review of existing doctoral programs in Education than the Panel was able to accomplish but it should not require a prolonged period of planning before a comprehensive approach can be developed. Meanwhile, a moratorium should be held on all new stand-alone, cooperative, or affiliated doctoral programs in Educational Administration and Supervision.

Recommendation. The Review Panel offers six recommendations to address issues regarding cooperative and affiliate doctoral programs.

1. An internal Committee on Doctoral Studies in Education should be established immediately. The Committee should consist of appropriate administrators, faculty and staff members as well as public school leadership.
2. The scope of the Committee's work should be limited to existing and future requirements for doctoral programs in Education with partic-

ular attention to doctoral programs in Educational Administration and Supervision, and to the value and effectiveness of the current concept and strategy of cooperative and affiliated doctoral programs.

3. The Committee should assess the quality of existing doctoral programs in Education, including a survey of recent graduates and conduct necessary studies to project the need for programs and graduates over the next ten years.

4. The Committee should develop a statewide master plan for developing, conducting, financing, and evaluating interinstitutional doctoral programs in Education and establish a schedule for new and necessary "stand alone" Ed.S. and Ed.D. programs at institutions not now authorized to offer such degree programs.

5. The Committee should submit the master plan and its recommendations to the Chancellor by April 1, 1986.

6. Authorization to offer the Ph.D. in Education should be limited to those institutions in the SUS currently holding such authorization by the Board of Regents.

D-4: Community College Articulation

Observation. More than most other university systems in the country, the State University System of Florida draws its enrollment from among students transferring from two-year institutions in the state. More than 48% of upper division students in Education in 1984 were transfers from Florida's 28 community colleges. The consequence of this arrangement is a requirement for close planning and academic program articulation between constituent institutions of the SUS and community college programs.

In the case of professional education, several areas of ambiguity appear to exist that need resolution. These are: (1) a need to clarify the role of the community colleges in the preparation and continuing professional education of teachers; (2) a need to develop regional arrangements linking community colleges, Colleges of Education, and public schools to assure the proper dispersion of labor among these institutions; and (3) a need for comprehensive long-range plans and agreements between Colleges of Education and community colleges that would provide for active recruitment of qualified community college students, particularly minority students, into the profession of teaching.

Considering the growing demand for public school teachers in Florida, and given the unlikelihood of new and substantial enrollment and productivity surges in SUS Colleges of Education, it is essential that efforts to meet new demands for teachers involve other agencies and organizations outside the State University System of Florida. One response has been a steady increase in course offerings in the community colleges that are designed to provide advanced standing for students who transfer to four-year institutions to major in Education. However, the Panel is clear in its understanding and

holds a strong opinion that the community colleges should not be involved independently in the initial professional preparation of teachers.

Conversely, the Panel did observe opportunities for university-community college collaboration in the provision of courses or other instructional experience for certified teachers, or teachers currently teaching "out of field", to obtain continuing or recertification credit through community college programs, particularly in areas of the state that are distant from four-year institutions with state-approved teacher education programs. In these cases, the Panel is persuaded that such in-service educational needs might be met appropriately by courses or programs developed jointly by two and four-year institutions and provided under the supervision of state-approved programs in the University.

Recommendation. The Review Panel offers four recommendations regarding community college and College of Education articulation.

1. The State University System of Florida should seek agreements with community colleges that identify pre-professional, non-academic activities and experiences which community college students might complete prior to transfer to teacher preparation programs in four-year institutions that would: (a) encourage community college students toward careers in teaching, (b) complement the teacher preparation program that community college students intend to enter, and (c) provide information on student competencies that would assist teacher preparation programs in their selection and admissions procedures for transfer students.
2. The SUS should work with community colleges to develop programs to identify outstanding community college students and encourage their

interest in the teaching profession. These programs should focus especially, although not exclusively, on minority students.

3. It should continue to be a matter of policy in Florida that state approved teacher education programs be limited to accredited four-year institutions of higher education and that any pre-service courses offered in two-year institutions be developed jointly with four-year institutions and subject to prior articulation agreements before credit for such courses can be awarded for transfer toward a baccalaureate degree in Education.

4. The SUS should seek agreements with community colleges to develop programs designed to meet the continuing educational needs of teachers for recertification developed in cooperation with Colleges of Education, such programs to be limited to community colleges where the principle need is for improved access for teachers. Further, any community college involvement in Teacher Education Center activities should be coupled with the efforts of one or more four-year institutions to assure that the level of graduate instructional activities provided through Teacher Education Centers is of sufficient quality and relevancy to advanced teacher education needs that the cost and effort are warranted. Where such courses are intended to attract students to the teaching profession, they serve a useful purpose. Where they are intended to provide core or methods instruction for students preparing for baccalaureate degrees in Education, they are inappropriate.

D-5: Management Information System

Observation. The Review Panel found an urgent need for a more effective management information system to assist in the planning and evaluation of SUS teacher education and school renewal programs. The frequent revisions in standards and procedures for approving and operating teacher education programs has produced a mass of information and reporting requirements for Colleges of Education. Further, stepped-up recruiting, the need for more accurate enrollment projections, the demands for graduate follow-up studies and the need to have timely access to evaluation results all require that a more effective information system be available to institutions than is now in place.

Recommendation. A management information system designed to gather, organize, and disseminate information about Education and school programs should be established in the Chancellor's office. This activity should be available to assist Colleges of Education in planning and improving teacher education programs and provide regular reports to institutions on enrollment, productivity, and other data of value to faculty and administrators in planning and conducting effective teacher education programs.

D-6: The Southeast Florida Plan

Observation. The Panel had the opportunity to visit all nine institutions of public higher education and to inquire about the delivery of instructional services to the geographic regions and the population centers of Florida. Obviously, the development of Florida's university system has moved from north to south, e.g., in 1905 the University of Florida and in 1947 FSU became universities, whereas FAU and FIU were created in the period 1962-72.

Greater emphasis in new program development to meet the needs of citizens in southeastern Florida is an important priority. Recent plans by the Board of Regents to address these needs appear to be responsive.

Recommendation. The recommendations in the Plan for a Comprehensive University Presence in Southeast Florida should be implemented. Special attention should be paid to the establishment of professional Education programs, particularly at the graduate level. Close coordination should be maintained between FAU and FIU programs to assure access without unnecessary program duplication in Education. Special emphasis should be placed on programs designed for school administrators and teachers to help them meet the unique needs of urban areas with diverse social, cultural, and educational populations. Models developed to meet these needs should be made available to institutions throughout Florida.

SUMMARY

The Chancellor and the Board of Regents of the State University System of Florida called for a review of academic programs in Education during 1984-85. A special review panel was formed to visit and assess the nine Colleges of Education in the SUS and to address certain issues relating to the strength and effectiveness of teacher preparation activities, the impact of recent revisions in teacher certification, and strategies for applying the resources of the SUS toward public school improvement in Florida.

The review panel findings and recommendations focus on: (1) the Colleges of Education; (2) College of Education-public school relations; (3) revisions in teacher education programs; and (4) System-level issues related

to teacher education programs, and teaching and schooling in Florida. Twenty-four specific recommendations were made in reference to SUS operations, generally. Individual reports and recommendations were also developed and submitted to each University President relative to specific findings at each campus.

It was felt by the Review Panel that the SUS has a unique opportunity to construct a statewide approach to public school improvement. It is one step away from being able to do that. What is required as a principal reform is the establishment of mechanisms and policies to facilitate and assure statewide planning and coordination of College of Education efforts and to interact effectively with public schools and community colleges. And, in addition, regional planning and coordination activities must be initiated to clarify service and outreach responsibilities and to assure productive diversity.

If these mechanisms and policies can be established, the Board of Regents will have accomplished a great deal and will have instituted an important model for other state systems to emulate.

APPENDIX A

Brief Biography of Review Panel Members

Dr. Donald J. Stedman is Associate Vice President for Academic Affairs of The University of North Carolina system and Professor of Education at the University of North Carolina at Chapel Hill. He has held academic appointments at Duke University, George Peabody College for Teachers, and Vanderbilt University.

He received his undergraduate degree in Sociology from St. Bonaventure University, his M.A. in Psychology from the University of Rochester and his Ph.D. in Psychology from George Peabody College for Teachers. Dr. Stedman has extensive consultation experience and has served on many academic committees. He is presently Chairman of the University Council on Teacher Education for The University of North Carolina system.

Dr. Stedman has published many articles on teacher education and special education. He headed the North Carolina review of its more than 500 education degree programs, is the author of the SREB report "Improving Teacher Education: Academic Program Review," and was a member of the Task Force on Higher Education and the Schools of the Southern Regional Education Board contributing to two reports, "The Need for Quality" and "Meeting the Need for Quality: Action in the South."

Dr. John W. Brubacher is Chairman, Department of Educational Administration and Professor of Education at the University of Connecticut. He has been a teacher, principal and Superintendent of Schools in New York, Michigan and Washington.

He received his B.A. in American Studies at Yale University, his M.A. in Elementary Education from Teachers College, Columbia University and his Ph.D. in Educational Administration from the University of Michigan. Dr. Brubacher has published numerous articles on teaching, and educational leadership.

Dr. David G. Carter is Associate Vice President for Academic Affairs at the University of Connecticut. Prior to this appointment he was Professor, Department of Educational Administration and Associate Dean, School of Education at the University of Connecticut. He has also been a teacher, principal and Superintendent of the Dayton City Schools. He has extensive experience as a consultant in the public schools.

Dr. Carter received his B.S. in Elementary Education from Central State University, his M.Ed. from Miami University and his Ph.D. in Educational Administration from Ohio State University.

Dr. William W. Cooley is Director, Evaluation Research Unit, Learning Research and Development Center, University of Pittsburgh. He received his B.S. in Chemistry from Lawrence College, his M.A. in Science Education and Statistics from the University of Minnesota and his Ed.D. in Science Education, Statistics and Measurement from Harvard University.

Dr. Cooley has served as President of the American Educational Research Association; he is a Fellow of the American Association for the Advancement of Science and a Fellow of the American Psychological Association. He has written books and articles on science education, the Education and training of scientists, program evaluation, and decision-oriented research.

Dr. Barbara R. Hatton is a Professor and Dean of the School of Education, Tuskegee Institute. Prior to assuming that position, she was Associate Professor and Dean of the School of Education at the Atlanta University. She also has been an Assistant Professor of Education in Administration and Policy Studies at Stanford University.

She received her B.S. in Psychology from Howard University, her M.A. in Guidance and Counseling from The Atlanta University and her Ph.D. in Educational Administration from Stanford University. She has written articles and made presentations on the schools and Black community development and community involvement in education.

Dr. Bernard H. Shulman is a consultant, a practicing attorney and a Professor in the National Academy of School Executives. He moved to Boca Raton, Florida in Fall 1984. Prior to his moving to Florida, he served as Superintendent of the Livingston School District in New Jersey, Superintendent of the Canton Public Schools in Massachusetts and Associate Superintendent of Schools in Boston. He has been a teacher and principal and is a member of the Massachusetts and Florida Bars. Dr. Shulman has lectured throughout the country on Constitutional Law, Administration and Teacher Education.

He received his B.A. is Biology and Chemistry from Clark University, his Ed.M. in Science from Boston University, his J.D. from Northeastern University School of Law and his Ed.D. in Administration from Boston College.

APPENDIX B

Specific Questions on Principal Issues and Focal Points

Supply and Demand

Given the demand for competently trained education personnel in Florida

- How well is each university providing supply to meet the demand?
- What steps should be taken to attract students into teaching in areas of critical shortage such as science, mathematics, speech therapy, education of the emotionally handicapped, industrial arts, and foreign languages?
- Should steps be taken to increase the production of teachers within the SUS?

Equal Opportunity

- Do discriminatory barriers exist for minority students who desire to become teachers?
- What steps can be taken to ensure a representative number of minority students within SUS Teacher Education programs? Administrator Education programs? Other education programs?

Overall Program Quality

- What is the quality of applicants who are admitted into programs offered by SUS education programs?

- What is the quality of education program academic personnel?
- Are changes in funding policies for teacher education needed? If so, what are they?
- Are the curriculum content and instructional practices of SUS teacher, administrator, researcher and other education personnel training programs likely to lead to renewal of the public schools?
- What is the quality of library resources, physical facilities, and laboratory equipment available to students in education programs?
- To what extent are SUS education programs in compliance with state standards?
- Is curriculum reform needed within SUS education programs to renew the public schools? If so, what should these reforms be?
- How effectively is each SUS university meeting the professional needs of its education clients in its assigned service area?

Graduate Education and Research

- Is the research training which graduate students in education receive adequate in terms of breadth and state-of-the-art methods and knowledge?
- What is the quality of doctoral research in SUS education programs?
- To what extent is doctoral student and faculty research programmatic and directed toward the improvement or renewal of educational practice in the schools?

- Is research in education being used to provide assistance to the public schools?

Teacher Education

- Are substantial changes needed in the elementary education curriculum to ensure the subject matter competence of elementary school teachers?
- Are the SUS education programs adequately preparing their students to renew inner city schools or to teach in multicultural environments?
- Are the education programs providing sufficient pre-service and in-service training in the use of computers?

Program Management

- Are faculty and other resources being used efficiently?
- Is there unwarranted duplication of courses within and between education programs in the university?

Intra-University Cooperation

- Is there close cooperation between the education programs and other schools and colleges within the university regarding their role in the renewal of academic preparation of teachers, school

administrators, education researchers, and other education personnel?

- Are changes needed in the role and mission of the Lab Schools?
- Should joint appointments be more widely used as a strategy for more closely relating education program faculty to other university colleges so as to enhance the status and prestige of faculty members?

Program Planning

- Is the planning of current academic personnel in SUS education programs responding to projected state needs for competently trained education personnel?
- Is the planning in which current education personnel are involved responsive to anticipated changes in Florida's demography, socio-economic structure, and cultural diversity?
- Does the planning of current academic personnel in SUS education programs take into account and apply state-of-the-art knowledge in teacher training, administrator training, researcher training, and training of other education personnel?

Faculty Development

- How effective are the faculty development efforts in the SUS education programs?

- Does the planning in SUS education programs take into account the current capabilities of existing personnel and how these capabilities may have to be enhanced through faculty development efforts?
- What opportunities exist for education faculty to update their knowledge of teaching in the public schools?

Providing Service to the Public Schools

- What is the quality of services provided by SUS universities to the public schools?
- What can be done to improve the quality of services provided to the public schools?
- What is the role of Florida's Community Colleges in providing service to the public schools?

Coordination and Articulation

- How effective is the coordination and cooperation of education programs among the universities in the State University System? Where formal cooperative agreements exist, what if any changes are warranted?
- How effective is the articulation between Florida's Community Colleges and SUS universities regarding the preparation of students who wish to major in education?
- Are new stand-alone programs at the doctoral level needed in the state?

State University System Level Issues

- Are there regions of the state that are not being adequately served by the current structure, role, missions of SUS education programs?
- Is there unwarranted duplication of effort among Florida's education programs?
- Is there proliferation of education degree programs within and between Florida's universities?
- Which graduate programs in education should be established or moved to Southeastern Florida to provide that region with services that are currently unavailable?
- Are any changes necessary regarding the role and mission or restructuring of SUS education programs?

Focal Points

Regarding school renewal

- How well are the certification and non-certification programs in education prepared or preparing themselves to renew the public schools through their preservice teacher preparation programs? How well prepared are teachers to identify and instruct exceptional children?
- Is there an international dimension to the training of teachers as well as a thorough grounding in subject matter? Do the preservice teacher programs do an effective job in helping their students acquire an awareness of multicultural differences and how to deal with these differences?

- How well are certification and non-certification programs in education prepared or preparing themselves to renew the public schools through their programs for inservice teachers?
- How well are the certification and non-certification programs in education prepared or preparing themselves to renew the public schools through their educational leader preparation programs? Do the educational leader programs do an effective job in helping their candidates acquire an awareness of multicultural differences and how to deal with these differences?
- How effective are the education programs in recruiting students from ethnic and racial minorities?
- What is the frequency and quality of services provided to the public schools for the purpose of school renewal?
- How well are the graduate programs in education prepared or preparing themselves to renew the public schools through the kinds of research which is done and the research training offered to those seeking advanced degrees in education?

Regarding teacher certification

- Do present degree requirements exceed current and proposed teacher certification standards in Florida? If so, are these additional courses necessary?
- Are there alternative standards, if adopted, that would lead to increasing the quality of certified teachers?

Regarding the need for restructuring or creating programs

- Would the preparation of education personnel be facilitated by restructuring existing programs?
- Is there a need for new programs to serve those wishing to pursue careers in education?

APPENDIX C

Review Panel Reference List

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APPENDIX D

Inventory of Academic Degree Programs in Education,
State University System of Florida
April 5, 1985

CIP Codes	Degree Program (and Old HEGIS Code)	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
13.	Education									
13.0301	Curriculum & Instruction (0829)	MSD	B MSD		MSD	MSD		S^1D^1	S^6D^6	S^1D^1
13.0401	Educational Administration, General (0827)	MSD	MSD	M	MSD	MSD	M D^2	MS^6D^6	MS^6D^6	MS^1D^1
13.0404	Educational Supervision (0828)			M						
13.0406	Higher Education Administration (0805)	SD	MSD				D^2			
13.0501	Educational Media (0845)		M					B M		
13.0601	Instructional Systems (0844)		MSD							
13.0603	Educational Statistics & Research (0824)	MSD	MSD							
13.0604	Educational Testing, Evaluation & Measurement (0825)		MSD							
13.0801	School Psychology (2015)	MSD		M	M			M	M	
13.0802	Educational Psychology (0822)	MSD	MSD							B
13.0803	Agency, Correctional & Developmental Counseling (0862)	MSD								
13.0901	Social Foundations of Education (0821)	MSD	MSD							
13.1001	Special Education, General (0808)	MSD	B MSD		B M	B M D^7	B M	B MS^1D^1	M D^7	B M
13.1004	Education of the Gifted & Talented (0811)				M					
13.1005	Education of the Emotionally Handicapped (0816)	M			B M				B M	
13.1006	Education of the Mentally Handicapped (0810)	B M	B MSD		B M		B		B M	
13.1007	Education of the Multiple Handicapped (0820)		B MSD							
13.1009	Visual Disabilities (0814)		B MS							
13.1011	Special Learning Disabilities (0818)	M			B M				B M	
13.1011	Emotional Disturbances/Learning Disabilities (0818)		B MSD							
13.1012	Speech Corrections (0815)	B M								
13.1013	Clinical Teaching & Special Education (0861)						M			
13.1101	Student Counseling & Personnel Services (0826)	MSD	MSD	M	M	MS		MS^1D^1	M	MS^1D^1
13.1102	Student Personnel in Higher Education (0863)	MSD								
13.1103	Counselor Education (0864)	D								
13.1201	Adult & Continuing Education (0807)		MSD	M	M	M D^7	D^2		M D^7	
13.1202	Elementary Education (0802)	B M	B MSD	B M	B M	B M	B M	B M	B M	B M
13.1203	Junior High Education (0804)					B	B			
13.1204	Pre-Elementary Education (0823)	B M	B MSD			B M	B M		M	
13.1205	Secondary Education (0803)	M	MSD	M						B M
13.1206	Junior College Teaching (0806)				M	S D		S^6D^6	D^6	
13.1301	Agriculture Education (0840)	B M		M						
13.1302	Art Education (0831)	B M	B MAD	B	B M	B	B	B M	B M	B M
13.1303	Business Education (0838)			B M	B M		B	B M		B
13.1305	English Education (0848)	B M	B MSD	B M	B M	B	B M	B M	B M	
13.1306	Foreign Languages Education (0841)	B M	B MSD		B M	B	B	B M	B M	
13.1307	Health Education (0837)	B M	B M		B		B M		B M	
13.1308	Home Economics Education (0840)		B M						B M	
13.1311	Mathematics Education (0833)	B M	B MSD	B M	B M	B	B M	B M	B M	B M

APPENDIX D (Continued)

Inventory of Academic Degree Programs in Education
State University System of Florida
April 5, 1985

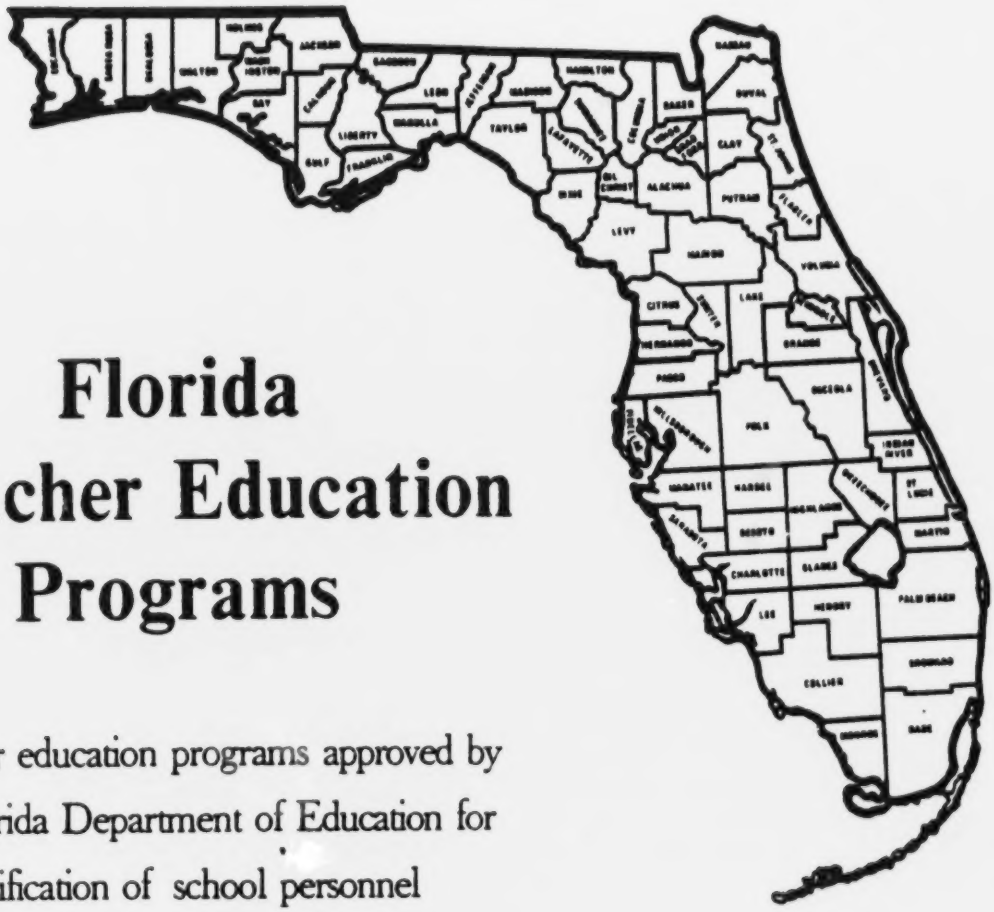
CIP Codes	Degree Program (and Old HEGIS Code)	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
13.1312	Music Education (0832)	B M	B M D	B	B M	B	B	B M	B M	B M
13.1314	Physical Education (0835)	B M	B MSD	B M	B M	B M	B M	B M	B M	B M
13.1315	Reading Education (0830)	M	B MSD		M	M	M	M	M	
13.1316	Science Education (0834)	B M	B MSD	B M	B M	B	B M	B M	B M	B M
13.1318	Social Studies Education (0855)	B M	B MSD	B M	B M	B	B M	B M	B M	
13.1320	Trade & Industrial Education (0839)	M	SD	B M	B M		B D[2]	B M	B M	B M
13.1321	Speech, Communications & English Education (0847)				B M		B M	B M		
13.1322	Classics Education (0849)				B					
13.1323	Humanities Education (0851)				B M					
13.1324	Movement Science Education (0856)		B MSD							
13.1325	Mass Communications - English Education (0858)				B					
13.1326	Science & Human Affairs Education (0860)		B MSD							

B Bachelor Degree
M Master Degree
A Advanced Master Degree
S Specialist Degree
E Engineer Degree
P Professional Degree
D Doctoral Degree (Ph.D. or Ed.D.)

1 Cooperative Degree Program with UF
2 Cooperative Degree Program with FSU
3 Cooperative Degree Program with FAU
4 Cooperative Degree Program with USF
5 Affiliated Degree Program with UCF
6 Affiliated Degree Program with FAU
7 Affiliated Degree Program Shared Between FAU and FIU
8 Programs to be Terminated as of June 1986
9 Affiliated Degree Program with University of Miami

APPENDIX E

Approved Teacher Education Programs in the
State University System of Florida,
December 1984



Florida Teacher Education Programs

Teacher education programs approved by the Florida Department of Education for certification of school personnel

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
RALPH D. TURLINGTON, COMMISSIONER
Affirmative action/equal opportunity employer

1984

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Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

FLORIDA A & M UNIVERSITY
Institution

NCATE X Regional X
Other Accreditation

MARTIN LUTHER KING BLVD., TALLAHASSEE, FL 32307
Address

Prepared by:

(904) 599-3000 DECEMBER, 1984
Phone Number Date

DR. FREDRICK T. MILTON
Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

DR. THOMAS A. JACKSON, INTERIM DEAN
Teacher Education Dean or Director

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
100	Administration	Adult Ed.	Initial		1976			1985
			Latest		1983			
104	Admin./Super.	K-6	Initial		1972			1986
			Latest		1981			
106	Admin./Super.	K-12	Initial		1972			1986
			Latest		1981			
105	Admin./Super.	7-12	Initial		1972			1986
			Latest		1981			
228	Supervision	K-6	Initial		1981			1986
			Latest		1981			
230	Supervision	K-12	Initial		1981			1986
			Latest		1981			
229	Supervision	7-12	Initial		1981			1986
			Latest		1981			
114	Art	K-12	Initial	1954				1985
			Latest	1983				
202	Music	K-12	Initial	1954				1985
			Latest	1983				
156	English	7-12	Initial	1954	1974			1985
			Latest	1983	1983			
122	Early Child Ed.	N-K	Initial	1972				1986
			Latest	1981				
131	Elementary Ed.	1-6	Initial	1954	1972			1985
			Latest	1983	1983			
165	Guidance	K-12	Initial		1972			1986
			Latest		1982			
206	Physical Ed.	K-12	Initial	1972	1972			1985
			Latest	1983	1983			
191	Mathematics	7-12	Initial	1954				1985
			Latest	1983				
162	Geography	7-12	Initial	1972				1986
			Latest	1981				
178	History	7-12	Initial	1954	1972			1986
			Latest	1981	1981			
209	Political Sci.	7-12	Initial	1954				1985
			Latest	1983				
226	Social Studies	7-12	Initial	1954				1986
			Latest	1981				
117	Business Ed.	7-12	Initial	1954	1981			B-1985
			Latest	1983	1983			M-1985
180	Industrial Arts	7-12	Initial	1972	1981			B-1985
			Latest	1983	1983			M-1985

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Tallahassee, FL 32301

DR. THOMAS A. JACKSON, INTERIM DEAN
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Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
181	Industrial Ed.	7-12	Initial	1976	1976			1986
			Latest	1981	1981			
			Initial					
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Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

FLORIDA ATLANTIC UNIVERSITY
Institution

BOCA RATON, FL 33432
Address

(305) 393-3564 DECEMBER, 1984
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DR. ROBERT HUCKSHORN, INTERIM DEAN
Teacher Education Dean or Director

NCATE X Regional X

Other Accreditation

Prepared by:

DR. FREDRICK T. MILTON
Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
101	Administration	K-6	Initial		1969	1977	1977	
			Latest		1982	1982	1982	1987
102	Administration	7-12	Initial		1969	1977	1977	
			Latest		1982	1982	1982	1987
103	Administration	K-12	Initial		1977	1977	1977	
			Latest		1982	1982	1982	1987
104	Admin./Super.	K-6	Initial		1977	1977	1977	
			Latest		1982	1982	1982	1987
105	Admin./Super.	7-12	Initial		1977	1977	1977	
			Latest		1982	1982	1982	1987
106	Admin./Super.	K-12	Initial			1969	1969	
			Latest			1982	1982	1987
114	Art	K-12	Initial	1969				
			Latest	1982				1987
122	Early Child Ed.	N-K	Initial	1982	1969			
			Latest		1982			1985
131	Elementary Ed.	1-6	Initial	1969	1969			
			Latest	1982	1982			1987
156	English	7-12	Initial	1969	1969			
			Latest	1982	1982			1985
147	Emotional Dist.	K-12	Initial		1982			
			Latest					1987
197	Mental Retard.	K-12	Initial	1969	1969			
			Latest	1982	1982			1987
221	Spec. Lrng. Dis.	K-12	Initial	1969	1969			
			Latest	1982	1982			1987
165	Guidance	K-12	Initial		1969	1969		
			Latest		1982	1982		1987
161	French	7-12	Initial	1969	1969			
			Latest	1982	1982			1985
193	Math/Science	Jr. Hi. 7-9	Initial	1969				
			Latest	1982				1985
163	German	7-12	Initial	1969	1969			
			Latest	1982	1982			1985
219	Spanish	7-12	Initial	1969	1969			
			Latest	1982	1982			1985
191	Mathematics	7-12	Initial	1969	1969			
			Latest	1982	1982			1987
202	Music	K-12	Initial	1969				
			Latest	1982				1987
206	Physical Ed.	K-12	Initial	1969	1969			
			Latest	1983	1983			1985

Appr er Education Programs in Florida
Interstate Ag Qualifications of Educational Personnel

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BOCA RATON, FL 33432
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DR. ROBERT HUCKSHORN, DEAN
Teacher Education Dean or Dire

NCATE X Regional X

Other Accreditation
Prepared by:

DR. FREDRICK T. MILTON
Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
212	Reading	Initial		1969			
		Latest		1982			1985
116	Biology	Initial	1969	1969			
		Latest	1982	1982			1987
118	Chemistry	Initial	1969	1969			
		Latest	1982	1982			1985
208	Physics	Initial	1969	1969			
		Latest	1982	1982			1985
226	Social Studies	Initial	1969	1969			
		Latest	1982	1982			1985
220	Spec. Sch. Psy.	Initial		1982			
		Latest					1987
		Initial					
		Latest					
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Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

FLORIDA INTERNATIONAL UNIVERSITY
Institution

TAMIAMI TRAIL, MIAMI, FL 33199
Address

(305) 554-2768 DECEMBER, 1984
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DR. PETER CISTONE, DEAN
Teacher Education Dean or Director

NCATE Regional X

Other Accreditation
Prepared by:

DR. FREDRICK T. MILTON
Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
191	Mathematics	7-12	Initial	1975	1975			1985
			Latest	1980	1980			
202	Music	K-12	Initial	1975	1975			1985
			Latest	1982	1982			
206	Physical Ed.	K-12	Initial	1975	1975			1985
			Latest	1982	1982			
212	Reading	K-12	Initial		1975			1985
			Latest		1980			
116	Biology	7-12	Initial	1975	1975			1985
			Latest	1982	1982			
118	Chemistry	7-12	Initial	1975	1975			1985
			Latest	1982	1982			
208	Physics	7-12	Initial	1975	1975			1985
			Latest	1982	1982			
178	History	7-12	Initial	1975				1985
			Latest	1980				
226	Social Studies	7-12	Initial	1975	1975			1985
			Latest	1980	1980			
220	Spec. Sch. Psy.	K-12	Initial		1975			1985
			Latest		1980			
117	Business Ed.	7-12	Initial	1980				1985
			Latest	1982				
170	Health Occup.		Initial	1980				1985
			Latest	1982				
180	Industrial Arts	7-12	Initial	1975	1975			1985
			Latest	1982	1982			
100	Administration	Adult Ed.	Initial		1975			1985
			Latest		1982			
104	Admin./Super.	K-6	Initial		1976			1985
			Latest		1980			
106	Admin./Super.	K-12	Initial		1976			1985
			Latest		1980			
105	Admin./Super.	7-12	Initial		1976			1985
			Latest		1980			
114	Art	K-12	Initial	1975	1975			1985
			Latest	1982	1982			
122	Early Child Ed.	N-K	Initial		1975			1985
			Latest		1980			
123	Early Child Ed./ Elementary Ed.	N-K 1-6	Initial	1976				1985
			Latest	1980				
131	Elementary Ed.	1-6	Initial	1975	1975			1985
			Latest	1980	1980			

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

FLORIDA INTERNATIONAL UNIVERSITY
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Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
156	English	7-12	Initial	1975	1975			1985
			Latest	1980	1980			
147	Emotional Dist.	K-12	Initial	1975	1975			1985
			Latest	1980	1980			
197	Mental Retard.	K-12	Initial	1975	1975			1985
			Latest	1980	1980			
221	Spec. Lrng. Dis.	K-12	Initial	1975	1975			1985
			Latest	1980	1980			
165	Guidance	K-12	Initial		1975			1985
			Latest		1980			
161	French	7-12	Initial	1975				1985
			Latest	1980				
219	Spanish	7-12	Initial	1975				1985
			Latest	1980				
181	Industrial Ed.		Initial	1975	1975			1985
			Latest	1980	1980			
231	Technical Ed.		Initial	1975	1975			1985
			Latest	1982	1982			
235	Voc'l Ed. Dir.		Initial		1975			1985
			Latest		1980			
236	Voc. Hm. Econ.	7-12	Initial	1975	1975			1985
			Latest	1982	1982			
500	Bilingual Ed.	Add-on	Initial	1983	1983			1988
			Latest					
501	ESOL	Add-on	Initial	1983	1983			1988
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					
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			Latest					

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

FLORIDA INTERNATIONAL UNIVERSITY
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Other Accreditation
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Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates					Expires
235	Voc'l Ed. Dir.		Initial	1980				
			Latest					1985
			Initial					
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					
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			Initial					
			Latest					

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

FLORIDA STATE UNIVERSITY
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TALLAHASSEE, FL 32306
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NCATE X Regional X

Other Accreditation
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Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
104	Admin./Super.	K-6	Initial		1954	1977	1977	
			Latest		1981	1981	1981	1985
106	Admin./Super.	K-12	Initial		1954	1977	1977	
			Latest		1981	1981	1981	1985
105	Admin./Super.	7-12	Initial		1954	1977	1977	
			Latest		1981	1981	1981	1985
114	Art	K-12	Initial	1954	1977		1977	
			Latest	1980	1980		1980	1985
202	Music	K-12	Initial	1954	1977		1977	
			Latest	1980	1980		1980	1985
123	Elementary Ed./ Early Child Ed.	1-6 N-K	Initial	1980	1980		1980	
			Latest					1985
131	Elementary Ed.	1-6	Initial	1954	1977		1977	
			Latest	1980	1980		1980	1985
130	Ed. Media Spec.	K-12	Initial	1954	1977	1977	1977	
			Latest	1980	1980	1980	1980	1985
156	English	7-12	Initial	1954	1977	1977	1977	
			Latest	1980	1980	1980	1980	1985
197	Mental Retard.	K-12	Initial	1954	1977			
			Latest	1983	1983			1985
234	Visual Disab.	K-12	Initial	1954	1971			
			Latest	1983	1983			1985
223	Speech Corr.	K-12	Initial		1975			
			Latest		1980			1985
152	ED./S.L.D./V.E.	K-12	Initial		1980			
			Latest		1983			1985
165	Guidance	K-12	Initial		1973	1977	1977	
			Latest		1980	1980	1980	1985
233	Visiting Tchr./ Sch. Soc. Worker	K-12	Initial	1977	1977			
			Latest	1980	1980			1985
161	French	7-12	Initial	1954	1977	1977	1977	
			Latest	1980	1980	1980	1980	1985
163	German	7-12	Initial	1954	1977	1977	1977	
			Latest	1980	1980	1980	1980	1985
187	Latin	7-12	Initial	1954	1977	1977	1977	
			Latest	1980	1980	1980	1980	1985
219	Spanish	7-12	Initial	1954	1977	1977	1977	
			Latest	1983	1983	1983	1983	1985
191	Mathematics	7-12	Initial	1954	1977			
			Latest	1980	1980			1985
188	Elementary Math.	1-6	Initial	1974				
			Latest	1980				1985

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

FLORIDA STATE UNIVERSITY
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Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
140	Elem./M.S. Math	1-6 M.S.	Initial	1980	1980			1985
			Latest					
193	Jr. Hi./M.S.Math	7-9 M.S.	Initial	1980	1980			1985
			Latest					
206	Physical Ed.	K-12	Initial	1954	1977	1977	1977	1985
			Latest	1983	1983	1983	1983	
212	Reading	K-12	Initial		1974	1977	1977	1985
			Latest		1980	1980	1980	
116	Biology	7-12	Initial	1954	1977		1980	1985
			Latest	1981	1981		1981	
118	Chemistry	7-12	Initial	1954	1977		1980	1985
			Latest	1981	1981		1981	
208	Physics	7-12	Initial	1954	1977		1980	1985
			Latest	1981	1981		1981	
215	Elem. Science	1-6	Initial	1973	1977		1980	1985
			Latest	1981	1981		1981	
217	Jr. Hi. Science	7-9	Initial	1980	1980		1980	1985
			Latest	1981	1981		1981	
216	M.S. Science	M.S.	Initial	1980	1980		1980	1985
			Latest	1981	1981		1981	
226	Social Studies	7-12	Initial	1954	1977	1977	1980	1985
			Latest	1981	1980	1981		
138	Elementary Ed./ Elem. Math.	1-6	Initial	1974				1985
			Latest	1983				
190	Jr. Hi. Math.	7-9	Initial	1980				1985
			Latest					
242	Mathematics/ M.S. Math.	7-12 1-6	Initial	1980				1985
			Latest					
169	Health Ed.	7-12	Initial	1981				1985
			Latest	1983				
236	Voc. Hm. Econ.	7-12	Initial	1954				1985
			Latest	1983				
220	Specialist in School Psychology	K-12	Initial		1983			1985
			Latest					
500	Bilingual Ed.	Add-on	Initial	— 1983 —				1988
			Latest					
501	ESOL	Add-on	Initial	— 1983 —				1988
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

UNIVERSITY OF CENTRAL FLORIDA
Institution

P. O. BOX 25000, ORLANDO, FL 32816
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DR. CALVIN C. MILLER, DEAN
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NCATE Regional X

Other Accreditation

Prepared by:

DR. FREDRICK T. MILTON
Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
104	Admin./Super.	K-6	Initial		1978			
			Latest		1983			1988
106	Admin./Super.	K-12	Initial		1978			
			Latest		1983			1988
105	Admin./Super.	7-12	Initial		1978			
			Latest		1983			1988
114	Art	K-12	Initial	1970	1978			
			Latest	1983	1983			1988
130	Ed. Media Spec.	K-12	Initial	1978	1978			
			Latest	1983	1983			1988
122	Early Child Ed.	N-K Add-on	Initial	1983	1983			
			Latest					1988
131	Elementary Ed.	1-6	Initial	1970	1978			
			Latest	1983	1983			1988
155	English	7-9	Initial	1983	1983			
			Latest					1988
156	English	7-12	Initial	1970	1978			
			Latest	1983	1983			1988
222	Speech	7-12	Initial	1970	1978			
			Latest	1983	1983			1988
147	Emotional Dist.	K-12	Initial		1978			
			Latest		1983			1986
197	Mental Retard.	K-12	Initial		1978			
			Latest		1983			1986
221	Spec. Lrng. Dis.	K-12	Initial		1978			
			Latest		1983			1986
220	Spec. Sch. Psy.	K-12	Initial		1983			
			Latest					1988
165	Guidance	K-12	Initial		1978			
			Latest		1983			1988
161	French	7-12	Initial	1970				
			Latest	1983				1988
219	Spanish	7-12	Initial	1970				
			Latest	1983				1988
190	Mathematics	Add-on 7-9	Initial	1983	1983			
			Latest					1988
191	Mathematics	7-12	Initial	1970	1978			
			Latest	1983	1983			1988
202	Music	K-12	Initial	1970	1978			
			Latest	1983	1983			1988
206	Physical Ed.	K-12	Initial	1970	1978			
			Latest	1983	1983			1988

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

UNIVERSITY OF CENTRAL FLORIDA
Institution

P. O. BOX 25000, ORLANDO, FL 32816
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(305) 275-2000 DECEMBER, 1984
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DR. CALVIN C. MILLER, DEAN
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NCATE Regional X

Other Accreditation

Prepared by:

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Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
212	Reading	K-12	Initial		1978			1988
			Latest		1983			
116	Biology	7-12	Initial	1970	1978			1988
			Latest	1983	1983			
118	Chemistry	7-12	Initial	1970	1978			1988
			Latest	1983	1983			
208	Physics	7-12	Initial	1970	1978			1988
			Latest	1983	1983			
217	Science	Add-on 7-9	Initial		1983			1988
			Latest					
226	Social Studies	7-12	Initial	1970	1978			1988
			Latest	1983	1983			
117	Business Ed.	7-12	Initial	1970	1983			1988
			Latest	1983				
117	Voc. Bus. Ed.	7-12	Initial	1983	1978			1988
			Latest		1983			
170	Health Occup.		Initial	1978	1978			1988
			Latest	1983	1983			
182	(Voc.) Indust./Tech.		Initial	1978	1978			1988
			Latest	1983	1983			
183	(PBTE) Indust./Tech.Ed		Initial	1978	1978			1988
			Latest	1983	1983			
			Initial					
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Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

UNIVERSITY OF FLORIDA
Institution

GAINESVILLE, FL 32611
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(904) 392-3261 DECEMBER, 1984
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DR. DAVID C. SMITH, DEAN
Teacher Education Dean or Director

NCATE X Regional X

Other Accreditation
Prepared by:

DR. FREDRICK T. MILTON
Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
101	Administration	K-6	Initial		1954	1954	1954	1987
			Latest		1982	1982	1982	
103	Administration	K-12	Initial		1954	1954	1954	1987
			Latest		1982	1982	1982	
102	Administration	7-12	Initial		1954	1954	1954	1987
			Latest		1982	1982	1982	
228	Supervision	K-6	Initial		1982	1977	1977	1987
			Latest			1982	1982	
230	Supervision	K-12	Initial		1982	1977	1977	1987
			Latest			1982	1982	
229	Supervision	7-12	Initial		1982	1977	1977	1987
			Latest			1982	1982	
238	Voc'l Agriculture	7-12	Initial	1982	1982			1987
			Latest					
114	Art	K-12	Initial	1954	1954	1954	1954	1987
			Latest	1982	1982	1982	1982	
130	Ed. Media Spec.	K-12	Initial		1954	1954	1954	1985
			Latest		1982	1982	1982	
131	Elementary Ed.	1-6	Initial	1954	1954	1954	1954	1987
			Latest	1982	1982	1982	1982	
122	Early Child Ed.	N-K	Initial		1954	1954	1954	1987
			Latest		1982	1982	1982	
241	Early Child Ed.	Add-on N-K	Initial	1981				1987
			Latest	1982				
123	Elementary Ed./ Early Child Ed.	1-6 N-K	Initial	1981				1987
			Latest	1982				
154	English	Add-on M.S.	Initial	1971				1987
			Latest	1982				
159	English/Speech	7-12	Initial	1979				1985
			Latest	1982				
240	English/Speech/ Journalism	7-12	Initial	1982				1985
			Latest					
156	English	7-12	Initial	1954	1954	1954	1954	1987
			Latest	1982	1982	1982	1982	
147	Emotional Dist.	K-12	Initial		1971	1977	1977	1987
			Latest		1982	1982	1982	
197	Mental Retard.	K-12	Initial	1954	1954	1977	1977	1987
			Latest	1982	1982	1982	1982	
200	Motor Disab.	K-12	Initial		1977	1977	1977	1987
			Latest		1982	1982	1982	
221	Spec. Lrng.	K-12	Initial		1973	1977	1977	1987
			Latest		1982	1982	1982	

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

UNIVERSITY OF FLORIDA
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NCATE X Regional X

Other Accreditation
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DR. FREDRICK T. MILTON
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Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
223	Speech Corr.	K-12	Initial		1954	1977	1977	
			Latest		1982	1982	1982	1987
219	Spanish	7-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
161	French	7-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
165	Guidance	K-12	Initial			1954	1954	
			Latest			1982	1982	1987
220	Spec. Sch. Psy.	K-12	Initial			1975	1982	
			Latest			1982		1987
169	Health Ed.	7-12	Initial	1954	1954			
			Latest	1983	1983			1985
191	Mathematics	7-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
189	Mathematics	Add-on M.S.	Initial	1971				
			Latest	1982				1987
202	Music	K-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
206	Physical Ed.	K-12	Initial	1954	1954	1982	1982	
			Latest	1982	1982			1987
212	Reading	K-12	Initial		1954	1954	1954	
			Latest		1982	1982	1982	1987
116	Biology	7-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
118	Chemistry	7-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
128	Earth Science	7-12	Initial	1971				
			Latest	1983				1985
208	Physics	7-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
216	Science	Add-on M.S.	Initial	1971				
			Latest	1982				1987
226	Social Studies	7-12	Initial	1954	1954	1954	1954	
			Latest	1982	1982	1982	1982	1987
224	Social Studies	Add-on M.S.	Initial	1971				
			Latest	1982				1987
235	Voc'l Ed. Dir.		Initial		1954			
			Latest		1982			1987
211	Psychology	7-12	Initial	1977	1982	1982	1982	
			Latest	1983	1983	1983	1983	1985
			Initial					
			Latest					

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

UNIVERSITY OF FLORIDA
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Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
500	Bilingual Ed.	Add-on	Initial	1983				1989
			Latest					
501	ESOL	Add-on	Initial	1983				1989
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					
			Initial					
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			Latest					

Approved Teacher Education Programs in Florida
Interstate Agreement on Qualifications of Educational Personnel

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Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
104	Admin.Super.	K-6	Initial		1975			1985
			Latest		1980			
105	Admin.Super.	7-12	Initial		1975			1985
			Latest		1980			
107	Admin./Guidance	K-6	Initial		1975			1985
			Latest		1980			
109	Admin./Guidance	K-12	Initial		1975			1985
			Latest		1980			
108	Admin./Guidance	7-12	Initial		1975			1985
			Latest		1980			
114	Art	K-12	Initial	1975	1975			1985
			Latest	1981	1981			
122	Early Child Ed.	N-K	Initial	1980	1980			1985
			Latest	1983	1983			
131	Elementary Ed.	1-6	Initial	1975	1975			1985
			Latest	1983	1983			
156	English	7-12	Initial	1975	1975			1985
			Latest	1981	1981			
147	Emotional Dist.	K-12	Initial	1979	1975			1985
			Latest	1981	1981			
164	Gifted	K-12	Initial		1981			1985
			Latest		1983			
173	Hearing Disab.	K-12	Initial		1975			1985
			Latest		1983			
197	Mental Retard.	K-12	Initial	1979	1975			1985
			Latest	1981	1980			
221	Spec. Lrng. Dis.	K-12	Initial	1979	1975			1985
			Latest	1981	1980			
232	Vary. Except.	K-12	Initial		1980			1985
			Latest		1981			
110	Emotional Dist./ Admin./Super.	K-12	Initial		1980			1985
			Latest		1981			
191	Mathematics	7-12	Initial	1975	1975			1985
			Latest	1980	1981			
202	Music	K-12	Initial	1975	1975			1985
			Latest	1981	1981			
206	Physical Ed.	K-12	Initial	1975	1975			1985
			Latest	1980	1980			
211	Psychology	7-12	Initial	1975				1985
			Latest	1980				
212	Reading	K-12	Initial		1979			1985
			Latest		1980			

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Other Accreditation
Prepared by:

DR. FREDRICK T. MILTON
Administrator, Teacher Education
Program Approval
Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
116	Biology	7-12	Initial	1975	1975			1985
			Latest	1980	1981			
118	Chemistry	7-12	Initial	1975	1975			1985
			Latest	1980	1981			
208	Physics	7-12	Initial	1975	1975			1985
			Latest	1980	1981			
178	History	7-12	Initial	1975	1975			1985
			Latest	1981	1981			
209	Political Sci.	7-12	Initial	1975				1985
			Latest	1981				
226	Social Studies	7-12	Initial	1980	1980			1985
			Latest	1981	1981			
227	Sociology	7-12	Initial	1975				1985
			Latest	1981				
117	Business Ed.	7-12	Initial	1975	1975			1985
			Latest	1981	1981			
111	Hear. Disab./ Admin./Super.	K-12	Initial		1980			1985
			Latest		1981			
112	Mental Retard./ Admin./Super.	K-12	Initial		1980			1985
			Latest		1981			
113	Spec. Lrng. Dis./ Admin./Super.	K-12	Initial		1980			1985
			Latest		1981			
124	Emotional Dist./ Early Child Ed.	K-12 N-K	Initial		1980			1985
			Latest		1981			
125	Hear. Disab./ Early Child Ed.	K-12 N-K	Initial		1980			1985
			Latest		1981			
126	Mental Retard./ Early Child Ed.	K-12 N-K	Initial		1980			1985
			Latest		1981			
127	Spec. Lrng. Dis./ Early Child Ed.	K-12 N-K	Initial		1980			1985
			Latest		1981			
132	Emotional Dist./ Elementary Ed.	K-12 1-6	Initial		1980			1985
			Latest		1981			
133	Hear. Disab./ Elementary Ed.	K-12 1-6	Initial		1980			1985
			Latest		1981			
134	Mental Retard./ Elementary Ed.	K-12 1-6	Initial		1980			1985
			Latest		1980			
135	Spec. Lrng. Dis./ Elementary Ed.	K-12 1-6	Initial		1980			1985
			Latest		1980			
148	Emotional Dist./ Guidance	K-12	Initial		1980			1985
			Latest		1981			
166	Hear. Disab./ Guidance	K-12	Initial		1980			1985
			Latest		1981			

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167	Mental Retard./ Guidance	K-12	Initial		1980			1985
			Latest		1981			
168	Spec. Lrng. Dis./ Guidance	K-12	Initial		1980			1985
			Latest		1981			
151	Emot. Dist./M.R./ Spec. Lrng. Dis.	K-12	Initial	1980				1985
			Latest					
150	Emot. Dist./ Reading	K-12	Initial		1980			1985
			Latest		1981			
176	Hear. Disab./ Reading	K-12	Initial		1980			1985
			Latest		1981			
199	Mental Retard./ Reading	K-12	Initial		1980			1985
			Latest		1981			
213	Spec. Lrng. Dis./ Reading	K-12	Initial		1980			1985
			Latest		1981			
149	Emot. Dist./ Physical Ed.	K-12	Initial		1980			1985
			Latest		1981			
175	Hear. Disab./ Physical Ed.	K-12	Initial		1980			1985
			Latest		1981			
198	Mental Retard./ Physical Ed.	K-12	Initial		1980			1985
			Latest		1981			
207	Spec. Lrng. Dis./ Physical Ed.	K-12	Initial		1980			1985
			Latest		1981			
165	Guidance	K-12	Initial		1975			1985
			Latest		1980			
169	Health Ed.	7-12	Initial	1975	1975			1985
			Latest	1980	1980			
119	Distributive Ed.		Initial	1975	1975			1985
			Latest	1981	1981			
181	Industrial Ed.	7-12	Initial	1975	1975			1985
			Latest	1981	1981			
254	Industrial Ed.		Initial	1984				1986
			Latest					
171	Health Occups.		Initial	1984				1986
			Latest					
248	Agriculture		Initial	1984				1986
			Latest					
249	Voc'l Hmemkg Ed.		Initial	1984				1986
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					

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Administrator, Teacher Education
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Florida Department of Education
Tallahassee, FL 32301

Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
103	Administration	K-12	Initial		1962			1985
			Latest		1983			
105	Admin./Super.	7-12	Initial		1962			1985
			Latest		1983			
130	Ed. Media Spec.	K-12	Initial		1962			1986
			Latest		1981			
114	Art	K-12	Initial	1962	1962			1986
			Latest	1981	1981			
202	Music	K-12	Initial	1962	1962			1986
			Latest	1981	1981			
122	Early Child Ed.	N-K	Initial	1962				1986
			Latest	1981				
123	Early Child Ed./ Elementary Ed.	N-K 1-6	Initial	1976				1986
			Latest	1981				
131	Elementary Ed.	1-6	Initial	1962				1986
			Latest	1981				
212	Reading	K-12	Initial		1962			1985
			Latest		1983			
222	Speech	7-12	Initial	1962	1962			1985
			Latest	1983	1983			
156	English	7-12	Initial	1962	1962			1986
			Latest	1981	1981			
226	Social Studies	7-12	Initial	1962	1962			1986
			Latest	1981	1981			
179	Humanities	K-12	Initial	1962	1962			1985
			Latest	1983	1983			
147	Emotional Dist.	K-12	Initial	1962	1962			1985
			Latest	1983	1983			
197	Mental Retard.	K-12	Initial	1962	1962			1985
			Latest	1983	1983			
221	Spec. Lrng. Dis.	K-12	Initial	1962	1962			1985
			Latest	1983	1983			
164	Gifted	K-12	Initial		1983			1985
			Latest		1983			
165	Guidance	K-12	Initial		1962			1986
			Latest		1981			
220	Spec. Sch. Psy.	K-12	Initial			1962		1986
			Latest			1981		
161	French	7-12	Initial	1962	1962			1985
			Latest	1983	1983			
163	German	7-12	Initial	1962	1962			1985
			Latest	1983	1983			

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Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
185	Italian	7-12	Initial	1962	1962			1985
			Latest	1983	1983			
187	Latin	7-12	Initial	1962				1985
			Latest	1983				
210	Portuguese	7-12	Initial	1962				1985
			Latest	1983				
214	Russian	7-12	Initial	1962				1985
			Latest	1983				
219	Spanish	7-12	Initial	1962	1962			1985
			Latest	1983	1983			
169	Health Ed.	7-12	Initial	1962				1986
			Latest	1981				
206	Physical Ed.	K-12	Initial	1962	1962			1985
			Latest	1983	1983			
191	Mathematic	7-12	Initial	1962	1962			1986
			Latest	1981	1981			
116	Biology	7-12	Initial	1962	1962			1986
			Latest	1981	1981			
118	Chemistry	7-12	Initial	1962	1962			1986
			Latest	1981	1981			
208	Physics	7-12	Initial	1962	1962			1986
			Latest	1981	1981			
117	Business Ed.	7-12	Initial	1970	1970			1986
			Latest	1981	1981			
119	Distributive Ed		Initial	1970	1970			1986
			Latest	1981	1981			
182	Industrial/ Technical Ed.		Initial	1970	1970			1986
			Latest	1981	1981			
159	English/Speech	7-12	Initial	1975				1985
			Latest	1983				
*	English Foreign Language	7-12	Initial	1975				1985
			Latest	1982				
158	Eng./Journalism	7-12	Initial	1975				1985
			Latest	1983				
*	Foreign Lang. Combination	7-12	Initial	1975				1985
			Latest	1982				
101	Admin./Super.	K-6	Initial		1962			1985
			Latest		1983			
106	Admin./Super.	K-12	Initial		1962			1985
			Latest		1983			
223	Speech Corr.	K-12	Initial		1984			1986
			Latest					

* Assigned as needed.

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Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
100	Admin. (Adult Ed.)		Initial	1984				
			Latest					1986
173	Hearing Disab.	K-12	Initial		1984			
			Latest					1986
			Initial					
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					
			Initial					
			Latest					
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			Initial					
			Latest					

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Code	Program	Level	Approval Dates	Bachelor	Masters	DEGREE Specialist	Doctorate	Expires
103	Administration	K-12	Initial		1970			
			Latest		1983			1988
106	Admin./Super.	K-12	Initial		1970			
			Latest		1983			1988
230	Supervision	K-12	Initial		1970			
			Latest		1983			1988
114	Art	K-12	Initial	1970				
			Latest	1983				1988
122	Early Child Ed.	N-K	Initial	1970	1970			
			Latest	1983	1983			1988
122	(Non-degree) Early Child Ed.	Add-on N-K	Initial	1970	1970			
			Latest	1983	1983			1985
123	Early Child Ed./ Elementary Ed.	N-K 1-6	Initial	1970				
			Latest	1983				1988
131	Elementary Ed.	1-6	Initial	1970	1970			
			Latest	1983	1983			1988
156	English	7-12.	Initial	1970	1970			
			Latest	1983	1983			1988
147	Emotional Dist.	K-12	Initial	1982				
			Latest	1983				1986
197	Mental Retard.	K-12	Initial	1970				
			Latest	1983				1988
221	Spec. Lrng. Dis.	K-12	Initial	1978				
			Latest	1983				1988
165	Guidance	K-12	Initial		1970			
			Latest		1983			1988
169	Health	7-12	Initial	1970	1978			
			Latest	1983	1983			1988
161	French	7-12	Initial	1970				
			Latest	1983				1985
219	Spanish	7-12	Initial	1970				
			Latest	1983				1985
245	Mathematics	Add-on 7-12	Initial		1981			
			Latest		1983			1988
191	Mathematics	7-12	Initial	1970				
			Latest	1983				1988
196	Mathematics/ Science	M.S. 5-9	Initial	1978				
			Latest	1983				1988
160	English/ Social Studies	M.S. 5-9	Initial	1978				
			Latest	1983				1988
202	Music	K-12	Initial	1970				
			Latest	1983				1988

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Florida Department of Education
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Code	Program	Level	Approval Dates	DEGREE Bachelor	Masters	Specialist	Doctorate	Expires
206	Physical Ed.	K-12	Initial	1970	1978			1988
			Latest	1983	1983			
212	Reading	K-12	Initial		1970			1988
			Latest		1983			
116	Biology	7-12	Initial	1970	1970			1988
			Latest	1983	1983			
118	Chemistry	7-12	Initial	1970				1988
			Latest	1983				
208	Physics	7-12	Initial	1970				1988
			Latest	1983				
178	History	7-12	Initial	1970	1970			1988
			Latest	1983	1983			
209	Political Sci.	7-12	Initial	1970	1970			1983
			Latest	1983	1983			
246	Social Studies	Add-on 7-12	Initial		1981			1988
			Latest		1983			
226	Social Studies	7-12	Initial	1970				1988
			Latest	1983				
220	Spec. Sch. Psy.	K-12	Initial		1970			1988
			Latest		1983			
222	Speech	7-12	Initial	1970	1978			1988
			Latest	1983	1983			
117	Business Ed.	7-12	Initial	1970				1988
			Latest	1983				
180	Industrial Arts	7-12	Initial	1970				1986
			Latest	1983				
231	Technical Ed.	7-12	Initial	1970				1986
			Latest	1983				
235	Voc. Ed. Dir.	7-12	Initial		1970			1988
			Latest		1983			
236	Voc. Hme. Econ.	7-12	Initial	1978				1988
			Latest	1983				
181	Industrial Ed.	7-12	Initial	1970				1986
			Latest	1983				
218	Interdisciplinary Sciences	7-12	Initial	1983				1985
			Latest					
190	Mathematics	7-9	Initial	1984				1988
			Latest					
217	Science	7-9	Initial	1984				1988
			Latest					
			Initial					
			Latest					

APPENDIX F

Number of Instructional and Administrative Personnel in Florida School Districts, 1984-85

County/ School District	Number of Instructional Personnel	Number of Principals	County/ School District	Number of Instructional Personnel	Number of Principals
Alachua	1,393	34	Lee	1,966	50
Baker	206	5	Leon	1,498	32
Bay	1,231	30	Levy	281	9
Bradford	295	10	Liberty	66	4
Brevard	2,722	63	Madison	198	7
Broward	7,425	162	Manatee	1,350	32
Calhoun	117	6	Marion	1,547	32
Charlotte	463	15	Martin	632	11
Citrus	586	15	Monroe	439	13
Clay	1,025	20	Nassau	406	13
Collier	919	22	Okaloosa	1,458	35
Columbia	423	9	Okeechobee	287	6
Dade	13,425	277	Orange	5,245	106
Desoto	247	10	Osceola	632	14
Dixie	103	3	Palm Beach	4,914	100
Duval	5,784	140	Pasco	1,681	36
Escambia	2,636	63	Pinellas	5,779	118
Flagler	138	3	Polk	3,994	101
Franklin	119	4	Putnam	640	16
Gadsden	520	16	St. Johns	610	19
Gilchrist	91	3	St. Lucie	907	16
Glades	56	2	Santa Rosa	774	25
Gulf	141	6	Sarasota	1,515	30
Hamilton	137	5	Seminole	1,157	41
Hardee	265	6	Sumter	280	9
Hendry	311	9	Suwannee	279	6
Hernando	487	11	Taylor	208	7
Highlands	452	11	Union	87	4
Hillsborough	7,037	136	Volusia	2,239	51
Holmes	202	7	Wakulla	176	5
Indian River	550	15	Walton	235	7
Jackson	507	15	Washington	259	8
Jefferson	146	4			
Lafayette	59	2			
Lake	1,091	35	Totals	94,048	2,137

APPENDIX G

Self Study Format

I. Programs' Current Status

A. University history, setting and mission

B. Programs' history and structure

1. Overview of goals of education programs and how they relate to university mission

2. History and current perceived quality of the education programs within the department, school or college, university, State University System, the southeast, and nationally

3. Location of BOR approved education programs within university administration

4. Administrative relations; relationships among teacher education and other education-related programs

5. Organizational structure (may be included on a chart with item 2 above)

C. Faculty

1. Summary of characteristics of all faculty (Fall 1984)

*a. Number with doctoral degrees, number with masters, etc.
*b. Number in each rank
*c. Average longevity in the program
*d. Number in each tenure status
*e. Number by age range
*f. Number of males, number of females
*g. Number of blacks, whites, Hispanics, Asians, American Indians, and foreign nationals
h. Number of FTEs assigned to teaching, scholarly and creative activities, research, service, academic advisement, thesis and dissertation supervision

2. Summary of current promotion and tenure policies and criteria

3. Summary of current policies and criteria for granting doctoral directive status

---

*Starred items will be furnished by BOR staff for inclusion in Self-Study Report.

4. Perceived quality of faculty contributions to teaching, creative and scholarly activities, research, service, academic advisement, and thesis and dissertation supervision

5. Visibility or prominence in the profession: local, state, regional, national, and international

6. Analysis of trends or changes observed in faculty composition over the past five years; implications

7. Brief regular and adjunct faculty vitae (current as of Fall, 1984)

   a. Name, title, and social security number
   *b. Highest degree in field
   c. Year highest degree was conferred
   d. Institution awarding degree
   *e. Rank
   *f. Tenure status
   g. Years in program
   *h. Age
   *i. Gender
   *j. Race
   k. For the past two years, list FTEs assigned to teaching, creative and scholarly activities, research service, administration, academic advisement, thesis and dissertation supervision
   l. Listing of creative and scholarly accomplishments such as articles, books, papers, and presentations done during the past five years

N.B.: Please place all statistical and non-narrative data in the Appendices; summaries of such data should be included in the report. Complete vitae for each regular and adjunct faculty member should be available to external consultants during site visits.

D. Support staff

1. Working titles of all support staff; duties of specialized personnel

2. Adequacy of the number of support staff allocated to programs

E. Students

1. Summary of characteristics of students in programs for the five years including Fall, 1984

   *a. Number of students by level and by major (specify)
   *b. Number of students by source (Florida counties, out-of-State, foreign)

---

*Starred items will be furnished by BOR staff for inclusion in Self-Study Report.

*c. Average age and percent of students by age range
*d. Number of blacks, whites, Hispanics, Asians, American Indians, and foreign nations
*e. Degrees conferred during the past five years by race or ethnic identify, national origin, and gender by program

2. Describe current admissions and graduation policies unique to programs, departments, school or college, or university; selective admissions or limited access policies

3. Describe service provided for students with special needs (handicapped, blind, access to facilities, remedial or advanced placement programs, etc.)

4. Describe academic advisement, career counseling, career placement, and follow-up of graduates of programs; methods used; conclusions based on results

5. Describe university indicators of student achievement (tests, juries, peer review, committee evaluation, observations on site, etc.; conclusions based on indicators

6. Describe scholarship and recruitment programs for minority student; give results of these programs for academically talented students

7. Analysis of trends and implications in these areas

N.B.: Place all statistical and non-narrative date in Appendices; include summary tables of such data in the Self-Study Report.

F. Funding (Identify budget unit)

1. Amount and sources of funding from FY 1980-81 to FY 1984-85

a. By AY (fall and spring semesters)

b. By summer term

c. By 12 month allocation

d. External funding

2. Total operating budgets from AY 1980-81 to AY 1984-85

3. Average faculty salary by rank from AY 1980-81 to AY 1984-85, adjusted for 9 month and full-time faculty

4. Analysis of trends and implications in these areas

---

*Starred items will be furnished by BOR staff for inclusion in Self-Study Report.

G. Education Program Facilities and Equipment

1. Amount, kind, and quality of classrooms, lecture halls, laboratory, media production studies, equipment, etc., assigned to programs

2. Description of specialized facilities and equipment assigned to programs

3. Analysis of trends and implications regarding renewal of the public schools

H. Library, Film Library, Computer Media Centers and Other Support for Programs

1. Perceived quality and [illegible] of services, equipment, facilities, and materia[illegible]ble throughout each unit

2. Quality and quantity of book titles, current subscriptions, films, videotapes, slides, etc., related to programs

3. Analysis of trends and implications in these areas regarding renewal of the public schools

I. Curriculum and Instruction

1. Specific goals of programs; list tracks and specializations

2. Courses required in programs (may be xeroxed from up-to-date catalog; include in Part IV, Appendices)

3. Curriculum: course syllabi should be available to consultants during site visit; do not include syllabi in Self-Study Report

4. Describe what has been implemented to comply with state standards for teacher certification. Will proposed certification standards facilitate or hamper renewal of the public schools?

5. Analysis of trends and implications in these areas regarding renewal of the public schools

J. Creative Activities and Research

1. Amount of state funds allocated by programs for creative activities or research for FY 1980-81 to 1984-85 (please specify which)

2. Amount of contract and grant funds received by programs for creative activities or research for FY 1980-81 to FY 1984-85 (please specify which)

3. Number of FTEs dedicated to creative activities or research by program for FY 1980-81 to FY 1984-85 (by program)

4. Summary of creative activities for current and past four years

5. Summary of research projects for current and past four years

6. Criteria used to determine quality of creative activities or research (including current tenure and promotion policies)

7. Describe how graduate students and faculty research is used to provide assistance to public schools

8. Analysis of trends and implications in these areas regarding renewal of the public schools

K. Service

1. Description and listing of continuing education programs, outreach programs, branch campuses, centers, and service to public schools and other agencies

2. Description and listing of faculty service to university offices and committees

3. Description and listing of faculty service to national organizations, state organizations, and the discipline

4. Analysis of trends and implications in these areas regarding renewal of the public schools

L. Articulation

1. Relationships and service functions of education programs to other programs within the college or the university

2. Dependence of programs on other education departments, Music, Arts and Sciences, etc., for instruction or other functions

3. Relationships and agreements with other universities, school districts, or agencies to provide instruction or other kinds of support

4. Relationships and agreements with out-of-state private or governmental agencies

5. Special procedures to identify and recruit potential students with high intellectual or creative potential

6. Transfer and admissions problems and relationships (Identify courses, counseling procedures, etc., that deal with these issues)

7. Analysis of trends and implications in these areas regarding renewal of the public schools

M. Career Implications

1. List and describe career opportunities for graduates of the various education programs

2. Describe how curricula of specific programs respond to trends that suggest the need for change

3. Describe indicators and give evidence of recent graduates' satisfaction with programs

4. Describe indicators and give evidence of employers' satisfaction with recent graduates of programs

5. List names of graduate and professional schools accepting recent graduates into their programs

6. Describe the relationship of programs to entry-level and life-long employment

7. Describe career placement methods, networks, counseling, etc.; describe both formal and informal procedures

8. Analysis of trends and implications in these areas regarding renewal of the public schools

II. Results of Other Program Reviews

A. Internal Program Reviews

1. Program reviews or other reviews done by departments, by the COE or by the university

2. Findings and recommendations; their responsiveness to renewing the public schools

3. Responses to the recommendations

B. External Program Reviews

1. Program reviews or other reviews done by external agencies such as the Florida DOE, SACS, etc.

2. Findings and recommendations; their responsiveness to renewing the public schools

3. Responses to the recommendations

III. Program Projections

A. Trend Analysis

1. Describe international, national, state, and local trends that have or will have an impact on education programs, curriculum, etc.

2. Describe trends within the university, education programs, or departments that have or will have an impact on program effectiveness and efficiency regarding renewing the public schools

B. Expected Changes

1. List and describe changes in education program missions, roles, or scope that may be required over the next five years regarding renewing the public schools

2. List and describe curricular changes that are likely to be initiated over the next five years regarding renewing the public schools

3. List and describe personnel changes that are likely to be required over the next five years regarding renewing the public schools

4. List and describe faculty development that is likely to be required over the next five years regarding renewing the public schools

5. List and describe program changes that are likely to be required over the next five years to renew the public schools

6. List and describe new programs for which exploration authorization will be requested during the next five years; note in particular those which address renewing the public schools

IV. Appendices

A. Data to Support Narratives in Parts I and II

B. List of Academic Programs, Tracks, or Specializations

C. Short Vitae of Regular and Adjunct Faculty

* * * * *

RGS/mla 9/10/84
Revised 10/15/84

RGS/EDUCA SELF STUDY FORMAT

a1

Education Program Self-Study Item I.E.1.a.:

Is there a trend in terms of part-time versus full-time enrollments in this major?

If so, what are the implications of this trend?

HEADCOUNT OF EDUCATION STUDENTS BY MAJOR, LEVEL, AND

FULL TIME OR PART TIME STATUS

1979 - 1983

HEGIS CODE/
CIP CODE:_____ MAJOR:_____ UNIVERSITY_____

Year	Lower Division				Upper Division				Beginning Graduate				Advanced Graduate			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fall 1979	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
Fall 1980	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
Fall 1981	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
Fall 1982	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
Fall 1983	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___

a2

Education Program Self-Study Item I.E.1.a.:

Is there a trend in terms of headcount enrollments in this major at this university?

Is there a trend in terms of head count enrollments across majors at this university?

If so, what are the implications of these trends?

HEADCOUNT OF EDUCATION STUDENTS BY MAJOR AND LEVEL

1979 - 1983

HEGIS CODE/
CIP CODE:_____ MAJOR:_____ UNIVERSITY_____

Year	Lower Division		Upper Division		Beginning Graduate		Advanced Graduate	
	No.	%	No.	%	No.	%	No.	%
Fall 1979	____	____	____	____	____	____	____	____
Fall 1980	____	____	____	____	____	____	____	____
Fall 1981	____	____	____	____	____	____	____	____
Fall 1982	____	____	____	____	____	____	____	____
Fall 1983	____	____	____	____	____	____	____	____

b

Education Program Self-Study Item I.E.1.b.:

Are there trends in sources of residence from which students come to your university to enroll in a given major?

If so, what are the implications of these trends?

DIRECTIONS

1. A form has been prepared for this analysis. Use the MASTER COPY, which is attached, to make as many forms as you need. This form: (a) lists counties which are assigned to your university's service area, and (b) displays a map of Florida with a border around your service area.

2. Prepare summaries for each year, i.e., 1979 through 1983, for each degree granted in each major.

3. On each form be sure to record:

a. HEGIS or CIP Code (depending on the year)
b. Name of the MAJOR
c. The DEGREE level, i.e., bachelor's, or master's, etc.
d. The YEAR.

4. Using the computer printout entitled RESIDENCY REPORT FOR STUDENTS MAJORING IN EDUCATION:

a. Record the number of students enrolled for the given degree in the given major whose residence was in one of the counties listed on the summary form;

b. Record the name of counties outside your university's service area from which more than ten (10) students enrolled in a given year; record the number of enrollees for each such county;

c. For counties outside your university's service area with enrollments less than ten (10) in a given year, add the number of enrollments from these counties and record the total in the appropriate space;

d. Record the number of U.S. citizens who came from out-of-state and enrolled in the given major;

e. Record the number of Foreign, i.e., non-U.S. citizens who enrolled in the given major;

f. Compute the percentage for each county or category so that enrollments may be compared across years

g. Determine whether there are any trends which are worth noting.

Attachment: MASTER COPY

C

Education Program Self-Study Item I.E.1.c.:

Is there a trend in the average age of students enrolled in this major?

If so, what are the implications of this trend?

AVERAGE, NUMBER AND PERCENT BY AGE CATEGORY OF EDUCATION MAJORS

1979 - 1983

HEGIS CODE/
CIP CODE:_____ MAJOR:_____ UNIVERSITY_____

	Age Group 22 & Under		Age Group 23-30		Age Group 31-40		Age Group 41-50		Age Group 51-64		Age Group 65 & Above		Total		Average Age
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Fall 1979	___	___	___	___	___	___	___	___	___	___	___	___	___	100%	___
Fall 1980	___	___	___	___	___	___	___	___	___	___	___	___	___	100%	___
Fall 1981	___	___	___	___	___	___	___	___	___	___	___	___	___	100%	___
Fall 1982	___	___	___	___	___	___	___	___	___	___	___	___	___	100%	___
Fall 1983	___	___	___	___	___	___	___	___	___	___	___	___	___	100%	___

d

Education Program Self-Study Item I.E.1.d.:

Are there trends in the number of minority group members who enrolled in this education major at this university? If so, what are the implications?

Do minority group members enroll in this major in numbers representative of their proportion in Florida's population? If not, why not?

ENROLLMENTS IN EDUCATION BY MAJOR, LEVEL*, AND RACIAL OR ETHNIC CATEGORY

1979 - 1983

HEGIS CODE/
CIP CODE:_____ MAJOR:_____ LEVEL:_____ UNIVERSITY: _____

Term	White		Black		Hispanic		Asian		Am Ind		Not Rptd		Alien		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fall 1979	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	100%
Fall 1980	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	100%
Fall 1981	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	100%
Fall 1982	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	100%
Fall 1983	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	100%

*Level refers to: lower division, upper division, beginning graduate, or advanced graduate. Record data for each level on a separate sheet.

e1

Education Program Self-Study Item I.E.1.e.:

Is there a trend in terms of degrees granted in this major at this university?

Is there a trend in terms of degrees granted across majors at this university?

If so, what are the implications of these trends?

DEGREES GRANTED IN EDUCATION BY MAJOR AND LEVEL OF DEGREE

1979 - 1983

HEGIS CODE/
CIP CODE:_____ MAJOR:_____ UNIVERSITY_____

Year	Bachelor's Degrees No.	Bachelor's Degrees %	Master's Degrees No.	Master's Degrees %	Specialist Degrees No.	Specialist Degrees %	Doctoral Degrees No.	Doctoral Degrees %
1979-1980	____	____	____	____	____	____	____	____
1980-1981	____	____	____	____	____	____	____	____
1981-1982	____	____	____	____	____	____	____	____
1982-1983	____	____	____	____	____	____	____	____
1983-1984	____	____	____	____	____	____	____	____

e2

Education Program Self-Study Item I.E.1.e.:

Are there trends in the number of minority group members receiving a degree in this major at this university? Are there trends across education degrees at this university? If so, what are the implications of these trends?

Do minority group members in this major earn education degrees representative of their proportion in Florida's population? If not, why not?

DEGREES GRANTED IN THIS EDUCATION MAJOR, DEGREE LEVEL, RACIAL OR ETHNIC CATEGORY, AND SEX

1979 - 1983

HEGIS CODE/ CIP CODE:_____ MAJOR:_____ DEGREE:_____ UNIVERSITY: _____

Academic Year	White				Black				Hispanic				Asian				Am Ind				Not Rptd				Alien				Total			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1979-80																														100%		100%
1980-81																														100%		100%
1981-82																														100%		100%
1982-83																														100%		100%
1983-84																														100%		100%

L55

APPENDIX H

Schedule of Campus Visits

January 15, 1985	The University of West Florida
January 16, 1985	Florida A & M University
January 17-18, 1985	Florida State University
January 28-29, 1985	The University of Central Florida
January 30-31, 1985	The University of Florida, Gainesville
February 1, 1985	The University of North Florida
February 11-12, 1985	The University of South Florida
February 13, 1985	Florida International University
February 14, 1985	Florida Atlantic University

APPENDIX I - Campus Site Visit Format

ONE DAY PROGRAM REVIEW SCHEDULE

Optional Previous Evening:* Overview of University and its Education Programs by Dean and Others.

	Stedman Lead Consultant	Hatton Teacher Educator	Shulman-Carter-Brubacher Educational Leader	Cooley Graduate Studies & Research
8:00 a.m. 45 min.	President, Academic Vice President (Team as a whole)			
8:00 a.m. 45 min.	*Dean or Deans of Education Programs (Team as a whole)			
9:30 a.m. 30 min.	Coffee Break			
9:45 a.m.	Dept. Heads in Exceptional Child Ed. & Human Services	Dept. Heads in Elem. and Sec. Teacher Education	Dept. Heads in Ed. Leadership Programs	Dept. Heads in Ed. Research, Found. & Noncert. Programs
10:15 a.m. 45 min.	Faculty in Except'nal Child Ed., Human Services, etc.	Faculty in Elem. & Sec.. Teacher Education	Faculty in Ed. Leadership Programs	Faculty in Graduate Degree Programs
11:00 a.m. 45 min.	Teacher Certification versus Degree Requirements (Team as a whole)			
11:45 a.m. 45 min.	Working Lunch for Consultants			
12:30 p.m. 45 min.	Students in Except'nl Child Ed., Human Services, etc.	Students in Elem. & Sec. Teacher Ed. Programs	Students in Educational Leadership Programs	Students in Graduate Degree Programs
1:15 p.m. 45 min.	Service to Public Schools: Education, Arts & Science, and other faculty (Team as a whole)			
2:00 p.m. 45 min.	Articulation with Community Colleges: Appropriate university & community college personnel (Team as a whole)			
2:45 p.m. 45 min.	Intra-University Cooperation, Undergraduate & Graduate programs Appropriate faculty & administrators (Team as a whole)			
3:30 p.m. 45 min.	Consultant Work Session (Team as a whole)			
4:15 p.m. 45 min.	Summary Session with President, Vice President, Deans (Team as a whole)			
5:00 p.m.	ADJOURN			

*Scheduling the Dean's overview on the previous evening would allow either lengthening some sessions or adding some sessions. Each campus should state its preference.

ONE AND ONE-HALF DAY PROGRAM REVIEW SCHEDULE

Day 1	Stedman Lead Consultant	Hatton Teacher Educator	Shulman-Carter-Brubacher Educational Leader	Cooley Graduate Studies & Research
8:00 a.m. 60 min.	With President & Academic Vice President	(Team as a whole)		
9:00 a.m. 60 min.	With Dean or Deans	(Team as a whole)		
10:00 a.m. 15 min.	Coffee Break			
10:15 a.m. 45 min.	Dept. Heads, Programs in Exceptional Child Ed., and Human Services	Dept. Heads, Programs in Teacher Ed.	Dept. Heads, Programs in Ed. Leadership Areas	Dept. Heads, Programs in Research Ed. Policy, Social Foundations, etc.
11:00 a.m. 45 min.	Faculty in Except'nal Child Education, etc.	Faculty in Elementary Teacher Education	Faculty in Ed. Leadership or other areas	Grad. Faculty in Ed. Res., Ed. Psych, Eval., Inst. Sys. etc.
11:45 a.m. 45 min.	WORKING LUNCH FOR CONSULTANTS			
12:30 p.m. 45 min.	Faculty in Human Services, etc.	Faculty in Secondary Teacher Education	Faculty in Ed. Leadership & other areas	Graduate Faculty in Elem., Secondary, C & I, etc.
1:15 p.m. 60 min.	Teacher Certification Versus Degree Requirements (Team as a whole)			
2:15 p.m. 45 min.	Stud'ts in Except'nal Child Education & Human Services	Students in Elem. & Secondary Teacher Ed.	Students in Ed. Leadership Areas	Grad. Students in Ed. Res., Policy, Eval., Elem. & Secondary Ed., etc.
3:00 p.m. 15 min.	Coffee Break			
3:15 p.m. 60 min.	Service to Public Schools: Education, Arts & Science and Other Faculty	(Team as a whole)		
4:15 p.m. 45 min.	Articulation with Community Colleges Appropriate university & community college personnel.	(Team as a whole)		
5:00 p.m.	ADJOURN			

(continued)

ONE AND ONE-HALF DAY PROGRAM REVIEW SCHEDULE, Continued

Day 2	Stedman Lead Consultant	Hatton Teacher Educator	Shulman-Carter-Brubacher Educational Leader	Cooley Graduate Studies & Research
8:30 a.m. 60 min.	Intra-University Cooperation - Undergraduate & Graduate Progs. (Team as a whole) Appropriate faculty & administrators			
9:30 a.m. 90 min.	Consultant Work Session (Team as a whole)			
11:00 a.m. 60 min.	Summary Session with President, Vice President, Deans, etc. (Team as a whole)			
12:00 p.m.	ADJOURN			

APPENDIX J

SUS Education Program Review: Participant Roster
University of West Florida
January 15, 1985

Agnew, Ann
Associate Professor
Curriculum & Foundations

Armstrong, Robert
Chairperson
Art, Philosophy & Religion

Backman, Carl A.
Dean
College of Education

Barnes, Bill
Assistant Professor
Curriculum & Foundations

Biasco, Frank
Coordinator
School Psychology

Blanchard, Glenda
Student
Education

Brouillette, Oscar J.
Assistant Professor
Curriculum & Foundations

Capstick, G.
Community College
Articulation

Conger, F.
Community College
Articulation

Cousens, Michael
Associate Professor
Biology

Cowart, Allan
Director
Off-Campus Centers

Cox, H.
Administrator
Public Schools

Crane, Phila
Assistant Professor
Curriculum & Foundations

Davis, Evelyn
Associate Professor
Technical and Vocational Studies

Deane-Harris, Lyn
Faculty
General/Counseling Psychology

Dixon, Betty
Assistant Professor
Technical and Vocational Studies

Doerr, Arthur H.
Vice President
Academic Affairs

Dottin, Erskine
Assistant Professor
Curriculum & Foundations

Doyon-Bernard, Suzette
Assistant Professor
Art

Dunn, Bruce
Professor
Psychology

Dysart, Jane
Assistant Professor
History

Eade, Gordon
Assistant Dean
College of Education

Earp, Richard
Associate Professor
Systems Science

Edmisten, Patricia
Associate Professor
Curriculum & Foundations

Estes, Pam
Student
Special Education

Evans, Ronald
Professor
English

Evans, William
Assistant Professor
Special Education

Fisher-Bayuk, M.
Faculty

Gardner, O.
Director
Teacher Certification

Gilmore, C.
Administrator
Public Schools

Gleason, Joni
Visiting Assistant Professor
Special Education

Goetsch, David
Administrator
Okaloosa-Walton Community College

Griffin, B.
Administrator
Public Schools

Gross, Thomas
Associate Professor
Health, Leisure and Sports

Halpern, B.
Administrator
Public Schools

Halpern, William
Associate Professor
Chemistry

Harden, Hal
Director
Admissions

Howe, P.
Administrator
Public Schools

Jennings, Clara
Associate Professor
Early Childhood Education

John, J.
Administrator
Public Schools

Lee, Robert
Professor
Mathematics and Statistics

Leffard, Warren
Associate Professor
Technical and Vocational Studies

Lemley, Charles
Chair
Educational Leadership

Libbin, Melissa
Student
Special Education

Martin, William
Associate Professor
Curriculum & Foundations

Mathews, Sam
Research Associate
Psychology and ERDC

McClintock, Joy
Assistant Professor
Communication Arts

McGovern, James
Chairperson
History

Merold, Michael
Student
Special Education

Millet, Stanton
Chairperson
English

Morrison, M.
Administrator
Public Schools

Morrison, P.
Community College
Articulation

Mott, R.
Administrator
Public Schools

Newman, Deanna
Student
Special Education

Newtson, T.
Administrator
Public Schools

Parker, James
Associate Professor
Curriculum & Foundations

Peake, Ronald
Professor
Curriculum & Foundations

Pearce, George
Associate Professor
History

Pennewell, Christina
Student
Special Education

Perry, Thomas
Director
Instructional Media

Phillips, J
Administrator
Public Schools

Prewitt, Terry
Chairperson
Sociology, Anthropology & Georgraphy

Proehl, Carl
Chairperson
Technical and Vocational Studies

Rabold, Frank L
Faculty
Clinical Counseling

Rader, Bill
Associate Professor
Industrial/Vocational Education

Roberts, Churchill
Chairperson
Communication Arts

Robinson, James A.
President
University of West Florida

Rogers, Mary F
Interim Dean
College of Arts & Sciences

Schaer, Hildegard
Associate Professor
Special Education

Sherry, David
Chairperson
Mathematics and Statistics

Silhan, William
Associate Professor
Art

Smith, Richard
Chairperson
Physics

Smith, Seaton
Professor
Curriculum and Foundations

Spears, Mary Ellen
Chairperson
Social Sciences, Pensacola J.C.

Stritch, Tom
Chairperson
Special Education

Sutherland, A.
Community College
Articulation

Tanner, Stephen
Chairperson
Chemistry

Terry, Gwenith
Chairperson
Elementary & Secondary Education

Thornton, Bobby
Professor
Curriculum and Foundations

Toifel, Ronald
University Librarian
Division of Libraries

Townsend, Clay
Counselor
Education

Umphlett, Lee
Director
Extension Credit

Vallianos, Fred
Chairperson
Psychology

Wallace, Donald
Associate Professor
Technical and Vocational Studies

Welch, W.
Administrator
Public Schools

Wentz, Patricia
Director, Teacher
Certification & Field Experiences

Wentz, Charles
Associate Professor
Technical and Vocational

Williams, Grier
Chairperson
Music

Williamson, Bennett
Chairperson
Health, Leisure and Sports

Winter, Peggy
Chairperson
Biology

Witt, James
Chairperson
Political Science

Wu, P. C.
Director
Teacher Education Center

Yarling, James
Assistant Professor
Finance and Acounting

Yax, L.
Community College
Articulation

SUS Education Program Review: Participant Roster
Florida A & M University
January 16, 1985

Alston, Doris
Associate Professor
Psychology

Beacham, Herbert
Professor & Director
Industrial Arts

Beck, James
Director
Curriculum and Instruction

Blanton, Harry
Executive Vice President

Byd, James
Associate Professor
Psychology

Castine, William
Associate Professor
Curriculum & Instruction

Davis, John
Assistant Professor

Davis, Lillie
Professor & Director
Student Teaching

Evans, Virden
Director
Health & Physical Education

Gayles, Ann
Professor
Secondary Education

Jackson, Norman
Associate Vice President
Student Affairs

Jackson, Jerrlyne
Assistant Professor
Business

Jackson, Thomas
Interim Dean
College of Education

Johnson, Grace
Professor
Music

Jones, Adelbert
Associate Professor
Childhood Education

Martin, Evelyn
Professor
Administration & Supervision

McCray, William
Director, High School
and Jr. College Relations

Mercer, Walter
Professor
Early Childhood Education

Morris, Nancy
Assistant Professor
Language & Literature

Neyland, Leedell
Interim Vice President
Academic Affairs

Perry, Aubrey
Interim Dean
College of Arts & Sciences

Rivers, Larry
Associate Professor
History & Geography

Schwartz, Rhea
Assistant Professor
Childhood Education

Shetty, A. S.
Professor
Biological Science

Smith, Walter
President
Florida A & M University

Smith, Charles U.
Dean
College of Science & Technology

Standley-Burt, Nancy
Associate Professor
Counseling and Guidance

Starr, David
Adult Education
Vocational Education

Whitman, Carl
Associate Professor
Mathematics

Williams, Hobie
Professor
Visual Arts & Humanities

SUS Education Program Review: Participant Roster
Florida State University
January 17-18, 1985

Alderson, John
Professor
Social Work

Allbritton, Terry
Student
Curriculum & Instruction

Allen, B. J.
Associate Professor
Curriculum and Instruction

Bardill, Ray
Dean
Social Work

Bass, Edwin J
Associate Professor
Physical Education

Bayen, E.
Student
Educational Leadership

Beckham, Joe
Associate Professor
Educational Leadership

Beeler, Cheryl
Assistant Professor
Human Services

Bickley, Bruce
Associate Dean
Arts and Sciences

Blancett, Doris
Staff
Alumni Affairs

Bolton, Dennis
Student
Educational Research

Bradley, Linda
Assistant Professor
Art Education

Brewer, Kenneth
Chairperson
Educational Research

Brossell, Gordon
Associate Professor
Curriculum and Instruction

Brudenell, Gerald
Associate Professor
Early Childhood Education

Bryant, S.
Student
Educational Research

Burck, Harman
Professor
Human Services

Burger, Neil
Research Associate
Management Training Program

Burkhead, E. Jane
Assistant Professor
Human Services

Burkman, Ernest
Professor
Educational Research

Burton, Elsie
Professor
Physical Education

Chase, Cheryl
Student
Educational Research

Clark, Robert
Associate Professor
Childhood Education

Clower, John
Student
Educational Leadership

Cobbe, Louise
Student
Educational Research

Consolvo, C.
Student
Human Services

Dahlen, David
Director
Community College Relations

Dawson, George
Associate Professor
Childhood Education

DeAngelo, K.
Student
Physical Education

Denmark, Tom
Professor
Math Education

Dorminey, Julia
Student
Childhood Education

Douglas, C.
Student
Educational Research

Draper, Jerry
Dean
Visual Arts

Evans, B.
Student
Human Services

Everett, Peter
Professor
Physical Education

Flake, Janice
Professor
Curriculum & Instruction

Fletcher, Harold
Professor
Educational Research

Fontenot, Erb
Director, Personal Relations
College of Education

Frechette, Ernest
Professor
Curriculum & Instruction

Glidden, Robert
Dean
Music

Goldstein, Harold
Dean
Library Sciences

Good, Ron
Professor
Curriculum & Instruction

Grande, C.
Student
Special Education

Greenwood, Bonnie
Chairperson
Home Economics Education

Hafner, Larry
Professor
Reading & Language Arts

Hansen, John
Professor
Elementary Education

Hansen, Sally
Associate Professor
Home Economics Education

Hardiman, Carole
Associate Professor
Audiology & Speech Pathology

Hart, Tom
Professor
Library Science Education

Hass, Bill
Department Chair
Audiology & Speech Pathology

Haymes, Emily
Associate Professor
Movement Science

Hayward, Patricia
Research Associate
Biological Sciences

Hoetker, Jim
Interim Chair
Curriculum & Instruction

Hulet, Richard
Visiting Professor
Educational Leadership

Imwold, Charles
Assistant Professor
Movement Science

Irvin, Judith
Director
Teacher Education Center

Jahns, Irwin
Associate Professor
Educational Leadership

Johnson, Craig
Professor
Educational Research

Johnson, Dewayne
Professor
Movement Science

Johnson, Kurt
Assistant Professor
Human Services

Jones, Billie Jo
Professor
Movement Science

Jones, Gabe
Student
Visual Arts

Julian, E.
Student
Educational Research

Koorland, Mark
Associate Professor
Special Education

Lathrop, Robert
Professor
Vocational Education

Leamon, Phillip
Professor
Curriculum & Instruction

Leslie, David
Chairperson
Educational Leadership

Lincoln, C.
Student
Educational Leadership

Litcht, B.
Student
Psychology

Lovano Kerr, J.
Chairperson
Art Education

Lunstrum, John
Professor
Reading and Language Arts

Lynch Brown, Carol
Associate Professor
Elementary Education

Mabee, F.
Student
Human Services

McCann, C.
Student
Movement Science

McClendon, Bessie
Associate Professor
Home Economics

Mills, Belen
Associate Professor
Early Childhood Education

Mills, R.
Student
Special Education

Muldoon, John
Assistant Superintendent
Leon County Schools

Mundy, Jean
Chairperson
Human Services

Naime, B.
Student
Curriculum & Instruction

Oseroff, Andy
Director
Student Services

Palmer, Barbara
Professor
Reading & Special Education

Palmer, A.
Student
Movement Science

Pankowski, Mary
Assistant Vice President/Director
Center for Professional Development

Papagiannis, George
Professor
Educational Research

Pargman, David
Professor
Movement Science

Peterson, Gary
Associate Professor
Human Services

Piazza, Carolyn
Assistant Professor
Childhood Education

Ragheb, Mounir
Associate Professor
Human Services

Randall, Lynda
Assistant Professor
Movement Science

Reese, Herbert
Professor
Educational Leadership

Rider, Robert
Chairperson, Movement
Science & Physical Education

Rollin, Steve
Associate Professor
Human Services

Sample, John
Student
Educational Leadership

Sampson, James
Assistant Professor
Human Services

Schluck, Carolyn
Associate Professor
Reading & Special Education

Scott, Diana
Interim Chair, Childhood
Reading & Special Education

Sharkey, Jeff
Student
Educational Research

Shroeder, L.
Student
Educational Research

Silverman, G.
Student
Educational Leadership

Simmons, John
Professor
Curriculum & Instruction

Sims, W.
Student
Music Education

Singer, Robert
Professor
Movement Sciences

Sliger, Bernard F
President
Florida State University

Smith, J.
Student
Movement Science

Smith, P.
Student
Educational Research

Spann, J.
Student
Special Education

Standley, Jayne
Professor
Music

Stockton, K.
Student
Human Services

Sutherland, Mary
Associate Professor
Human Services

Tate, Richard
Associate Professor
Educational Research

Taylor, C.
Student
Curriculum & Instruction

Thomas, Hollie
Professor
Educational Leadership

Troeger, Betty Jo
Assistant Professor
Art Education

Tuckman, Bruce W.
Dean
College of Education

Turnbull, Augustus
Vice President
Academic Affairs

Vergara, Adriana
Student
Educational Research

Vertuno, Edward
Director
Developmental Research School

Waddell, C.
Student
Curriculum & Instruction

Wallat, Cynthia
Associate Dean
College of Education

Werth, L.
Student
Special Education

Westling, David
Associate Professor
Special Education

Wimberly, Al
Director
Instructional Support Services

Wolfgang, Charles
Associate Professor
Early Childhood Education

Woodfaulk, K.
Student
Educational Leadership

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University of Central Florida
January 28-29, 1985

Allison, Anne Marie
Director
Libraries

Anderson, Glynda
Counselor
Valencia Community College

Ariko, Mary Ann
Program Director
Valencia Community College

Armstrong, John
Director
Student Internships

Armstrong, Lee H.
Assistant Dean
Arts and Sciences

Baker, Graeme
Professor
Chemistry

Barr-Johnson, Virginia
Professor
Educational Foundations

Bell, Martha Scott
Assistant Professor
Exceptional Education

Belle, Robert
Director
Student Services

Blau, Burton
Coordinator
Graduate Programs

Bollett, Robert
Assistant Professor
Counselor Education

Bolte, John
Associate Vice President
Academic Affairs

Boston, Ralph
Director
Community College Relations

Brown, Norval
Supervisor
Staff Development, Lake County

Brumbaugh, Douglas
Professor
Instructional Programs

Clarke, Wentworth
Professor
Education

Colbourn, Trevor
President
University of Central Florida

Cowgill, Robert
Interim Dean
College of Education

Cox, Elaine
Assistant Professor
Instructional Programs

Crocitto, John
Assistant Professor
Counselor Education

Diller, Gary
Counselor
Seminole Community College

Dziuban, Charles
Professor
Education

Ellis, Leslie
Provost/Academic Vice President
University of Central Florida

Esler, William
Chair
Educational Foundations

Eubanks, Clifford
Dean
College of Business

Fisher, Pete
Associate Director
Counseling and Testing Center

Gold, Lynn
Director
Staff Development, TEC

Green, Harold
Director
UCF Daytona Beach Campus

Green, Frederick
Professor
Education

Gurney, David
Associate Professor
Education

Harrow, Thomas
Associate Professor
Education

Haughee, Harold
Assistant Professor
Education

Hernandez, David
Professor
Education

Hiett, Sharon
Associate Professor
Education

Higginbotham, Patricia
Assistant Dean
College Services

Hoffner, Charles
Coordinator
Music Education, Fine Arts

Hoover, Basil
Associate Professor
Education

Hudson, Larry
Assistant Professor
Education

Juge, Frank
Associate Vice President
Academic Affairs

Keller, Joe
Dean of Instruction
Broward Community College

Kersten, Robert
Dean
College of Engineering

Kysilka, Marcella
Professor
Education

Lange, Robert
Professor
Education

Manning, Pat
Director
Educational Research Institute

Marowitz, Roberta
Assistant Professor
Counselor Education

Martin, Robert
Chair
Instructional Programs

McGee, Nancy
Associate Professor
Education

McLain, Nannette
Associate Professor
Education

Mealor, David
Director
School Psychology Program

Mendenhall, Tom
Interim Dean
College of Health

Micarelli, Charles
Dean
Undergraduate Studies

Midgett, Jeanice
Associate Professor
Exceptional Education

Moses, Edward
Associate Dean
College of Business

O'Hara, John
Dean
College of Extended Studies

Olson, Arthur
Associate Professor
Education

O'Sullivan, Richard
Vice President
Administration

Paugh, Robert
Associate Professor
Education

Pogue, Suzanne
Student
College of Education

Powell, John J.
Chair
Educational Services

Ranterstrauch, Rita
Director
SACS Self-Study

Reeder, Earl T.
Director, Staff
Development Osceola County

Rollins, Jack
Interim Dean
Arts & Sciences

Rothberg, Bob
Director
Teacher Education Center

Schaffner, DeDe
Coordinator, School
Volunteers Seminole County

Schoot, Jim
Superintendent
Orange County Public Schools

Seibert, B.
Faculty

Shadgett, J.
Faculty

Smith, Eric J.
Prinicipal
Winter Park High School

Sorg, Steven
Assistant Professor
Vocational Education

Still, Wilfred
Director, Staff
Development, Orange County

Sullivan, Timothy
Associate Professor
Education

Swaggerty, C. B.
Director, Staff
Development, Seminole County

Thompson, Richard
Professor
Education

Trefonas, Louis
Dean
Graduate Studies

Unkovic, Charles
Professor
Sociology

Westrick, Robert W.
Director
UCF Brevard Campus

Williams, Stuart
Assistant Dean
College of Education

Wood, Alexander
Associate Professor
Education

Woods, Linda
Program Consultant, School
Volunteers Program, Orange County

SUS Education Program Review: Participant Roster
University of Florida
January 30-31, 1985

Abbot, Betty
Director, Florida
Foundation/Future Scientists

Alexander, Kern
Director
Institute of Educational Finance

Ashton, Patricia
Associate Professor
Educational Foundations

Bolduc, Elroy
Director, Proposed Center
Instructional Computing & Tech

Boyd, Clifford
Dean, College of
Physical Education, Health, & Recr

Bryan, Robert
Vice President
Academic Affairs

Cake, Faye
Director, TEC
Alachua County Schools

Camp, Betty
Museum Programs Administration
Florida State Museum

Carr, Glenna
Director
Center for Economic Education

Chul, Jimmy G.
Agricultural &
Extension Education

Clark, Phil
Director
Center for Community Education

Criser, Marshall
President
University of Florida

Drummond, Bill
Director
Tri-Universities Principal's Center

Fitzgerald, Paul W
Professor
Teacher Education

Hallman, Clemens
Director, Bilingual &
ESOL Teacher Training Project

Kelly, Dan
Associate Dean
Arts & Science

Lamme, Linda
Professor
General Teacher Education

Lerch, Harold
Professor
Physical Education

Lockhart, Madelyn
Dean
Graduate School

Loesch, Larry
Professor
Counselor Education

McMillin, Marvin
Assistant Dean
College of Education

Mercer, Cecil D.
Professor
Special Education

Morsink, Cathy
Chairperson
Special Education

Nunnery, Michael
Assistant Dean
College of Education

Parsons, Gorden
Director, Advancement
of International Education

Penland, Arnold
Assistant Dean
Fine Arts

Perkin, Judy
Assistant Professor
Health Education

Sabatella, Joseph
Dean
College of Fine Arts

Schwartz, Stuart E.
Professor
Special Education

Shaw, Harry
Associate Dean
Liberal Arts & Sciences

Smith, David
Dean
College of Education

Smith, Camille M.
Assistant Professor
Music Education

Suite, David
Student
College of Education

Wattenbarger, Jim
Director
Institute of Higher Education

Webb, Rod
Associate Professor
Foundations of Education

Williams, Emmett
Associate Dean
College of Education

Wright, Robert
Associate Professor
Teacher Education

Zachariah, Gerald
Dean for
Resident Instruction

SUS Education Program Review: Participant Roster
University of North Florida
February 1, 1985

Ackis, Susan
Graduate Student
Curriculum & Instruction

Alligood, Jay
Director, Staff Development
& Community Affairs - Clay Co.

Anthony, Robert
Assistant Professor
Education

Armstrong, Illisa
Undergraduate Student
Special Education

Behrens, Joyce
Visiting Instructor
Curriculum & Instruction

Benton, Donald
Undergraduate Student
Curriculum & Instruction

Betkouski, Marianne
Associate Professor
Education

Bizot, Richard
Chairperson
Language and Literature

Bowen, Flo
Undergraduate Student
Division of Human Services

Bowie, Lenard
Chairperson
Fine Arts

Bowman, Ray
Associate Professor
Natural Sciences

Brathwaite, Noel
Assistant Professor
Education

Carter, Travis
Associate Professor
Education

Casselberry, Cheryl
Graduate Student
Counselor Education

Chandler, Carey
Assistant Professor
Division of Technologies

Childers, Lucretia
Instructor
Special Education

Cole, Frederick
Associate Professor
Accounting

Corbie, Beverly
Undergraduate Student
Division of Human Services

Corrick, George
Associate Professor
Education

Darm, Adam
Director
Division of Technologies

Deering-Levin, Sharian L
Assistant Professor
Education

DeMort, Carole
Chairperson
Natural Sciences

Drummond, Robert
Interim Chairperson
Educational Services & Research

D'Zamko, Mary
Associate Professor
Education

Eggen, Paul
Professor
Education

Fage, Dale
Graduate Student
Human Services

Farshing, Ella
Graduate Student
Counselor Education

Flinchum, Betty M.
Professor
Education

Foley, Linda
Chairperson
Psychology

Fountain, Cheryl
Director
Central Advisement Center

Fraser, David
Undergraduate Student
Curriculum & Instruction

Furney, Dorothy
Graduate Student
Counselor Education

Gallop, Kathy
Graduate Student
Curriculum & Instruction

Gilkison, Betty
Program Director
Aging & Adult Studies

Gollnick, Joni
Undergraduate Student
Division of Human Services

Gutknecht, Bruce
Professor
Education

Hardin, Pernilla
Undergraduate Student
Division of Human Services

Healy, Edward
Dean
College of Arts and Sciences

Herrold, William
Professor
Education

Hodge, Warren
Assistant Professor
Education

Hollingsworth, Hal
Undergraduate Student
Division of Human Services

Holt, Dennis
Assistant Dean
College of Education

Jacobsen, David
Professor
Education

Jennings, Randy
Graduate Student
Human Services

Jones, Joyce
Assistant Vice President
Sponsored Research/Articulation

Keenan, Donna
Associate Professor
Education

Kelley, James
Director
Division of Continuing Education

Kelly, John
Associate Professor
Education

Leonard, Thomas
Professor
History

Lipkin, Leonard
Chairperson
Mathematical Sciences

Lombana, Judy
Professor
Education

Lovett, Marcelle
Interim Dean
Division of Continuing Education

Martin, Kenneth
Director
Computer & Information Sciences

McCray, Curtis
President
University of North Florida

McDonald, Sandra
Associate Professor
Education

McKinnon, Kathleen
Graduate Student
Special Education

McLaughlin, Fran
Interim Dean
College of Business

Meers, Betty
Instructor
Writing

Merwin, William
Provost/Vice President
Academic Affairs

Mittelstadt, James
Interim Chairperson
Curriculum & Instruction

Netcher, Jack
Chairperson
Division of Human Services

Parfitt, Francine
Graduate Student
Human Services

Pawol, Regina
Graduate Student
Special Education

Purinton, Michael
Supervisor, TEC
Northeast Florida Consortium

Raiser, Virginia
Assistant Professor
Education

Randolph, Laura
Undergraduate Student
Curriculum & Instruction

Regan, Dale
Graduate Student
Educational Administration

Robinson, Alan
Graduate Student
Educational Administration

Robinson, Andrew
Dean
College of Education

Robinson, Cynthia
Undergraduate Student
Division of Human Services

Russell, Samuel
Professor
Education

Scheirer, Elinor
Associate Professor
Education

Schwab, Lynne
Associate Professor
Education

Serwatka, Thomas
Acting Program Director
Special Education

Shaw, Elizabeth
Undergraduate Student

Singleton, Jr., Roy
Assistant Professor
Education

Siudzinski, Robert M.
Professor
Education

Smith, Michael
Associate Professor
Education

Solano, Judith
Assistant Professor
Computer & Information Sciences

Soldwedel, Bette
Professor
Education

Stoddard, Ann
Associate Professor
Education

Stuuer, Ruth
Graduate Student
Curriculum & Instruction

Tabor, Terry
Associate Professor
Education

Tankersly, Tom
Graduate Student
Educational Administration

Terrell, Sue
Program Director, Field
Services & Undergraduate Programs

Tillman, Ann
Director, Staff
Development Duval County Schools

Traynham, Earle
Assistant Dean
College of Business

Vaghefi, M. Reza
Associate Professor
Business Administration

Van Horn, Royal
Associate Professor
Education

Van Nagle, Clement
Professor
Education

Venn, John
Associate Professor
Education

Ward, Mary
Undergraduate Student
Curriculum & Instruction

Weaver, Sharon
Assistant Professor
Education

Webster, Katherine
Director
Division of Nursing

Wilburn, Kenneth
Program Director
Educational Administration

Wilkinson, William
Associate Professor
Education

Wilson, Donald
Director, TEC
St. Johns Co. School District

Winton, Charles
Professor
Computer & Information Sciences

Wood, Janice
Associate Professor
Education

Wooland, Johnnie
Visiting Instructor
Curriculum & Instruction

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University of South Florida
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Anderson, E. Christian
Professor
Social Foundations

Anderson, Bob
Professor
Educational Leadership

Anker, James
Associate Vice President
Academic Affairs

Bannister, Ellen
Student

Barkholz, Gerald
Associate Professor
Childhood Education

Barnard, James W
Professor
Psychological & Social Foundations

Benjamin, William F
Professor
Educational Leadership

Beumel, Wilford
Administrator
South Florida Community College

Binnie, David
Graduate Student

Blank, John
Student

Bostow, Darrel E.
Professor
Psychological & Social Foundations

Bott, William K.
Professor
Counselor Education

Braddock, Sharon
SCATT Student

Breit, Frank D.
Associate Professor
Media & Information Studies

Bridges, Virginia A.
Professor
Music Education

Bridges, Winston T.
Associate Professor
Psychological & Social Foundations

Brown, John L.
President
University of South Florida

Buckmaster, Annella
Graduate Student

Bullock, John T.
Professor
Mathematics Education

Cantor, Roger G.
Visiting Associate Professor
Adult and Vocational Education

Chisholm, Connie
Student

Chrisman, Larry G.
Assistant Professor
Media & Information Studies

Church, Roy
Vice President
St. Petersburg Community College

Conner, Shae
Student

Cox, Robert G.
Dean
Business

Craig, Rebecca
Student

Czyzewski, Paul V.
Chair/Associate Professor
Art and Music Education

Dean, Gordon
Student

DeLong, Richard
Student

DeYoung, Joan
SCATT Student

Dickinson, James C.
Chair
Psychological & Social Foundations

Doane, Christopher P.
Assistant Professor
Music Education

Drake, Molly
SCATT Student

Drapela, Victor J.
Chair
Counselor Education

Dwyer, Robert C.
Professor
Exceptional Child Education

Emener, Bill
Associate Dean
Social & Behavioral Sciences

Ferguson, Donald G.
Professor
Counselor Education

Ferrence, Adele
SCATT Student

Finegan, Colleen
Graduate Student

Franklin, Lise
Student

Gareau, Karen
Student

Gates, Jean K. Professor
Professor
Media & Information Studies

Geiger, O. Glenn
Professor
Psychological & Social Foundations

Gillies, Betty
Student

Goforth, Frances S.
Associate Professor
Language Arts Education

Goforth, Susan
SCATT Student

Goodman, Carla
Student

Greabell, Jr., Leon C.
Chair
Language Arts Education

Guetzloe, Eleanor C.
Associate Professor
Exceptional Child Education

Hall, Bruce
Professor
Measurement & Research

Hanlon, Chuck
SCATT Student

Hill, Raymond
Chair
Adult and Vocational Education

Hodge, Stephen
Assistant Professor
Music Education

Hoffman, Hubert A.
Professor
Physical Education

Huntz, John
Dean
St. Petersburg Campus

Inman, Duane
Graduate Student

Jennings, Vance S.
Coordinator
Music Education

Johanningmeier, Erwin B.
Professor
Psychological & Social Foundations

Karl, Herbert G.
Professor
English Education

Karns, Tom
Associate Professor
Educational Leadership

Katzenmeyer, William G.
Dean
College of Education

Kimmel, Ellen B.
Professor
Psychological & Social Foundation

Klesius, Janell P.
Assistant Professor
Childhood Education

Knegoe, John M.
Associate Professor
Media & Information Studies

Kromrey, Jeff
Graduate Student

Lantz, Donald L.
Professor
Psychological & Social Foundations

Lavely, Carolyn D.
Associate Professor
Exceptional Child Education

Lax, Bernard
Professor
Exceptional Child Education

Levy, John W.
Associate Professor
Childhood Education

Lichtenberg, Donovan R.
Professor
Mathematics Education

Liles-Whitehurst, Cheryl
Graduate Student

Linder, Jean B.
Associate Professor
Childhood Education

Loveless, Richard L.
Professor
Arts and Music Education

Lucker, Ed
Graduate Student

Mackey, Bernard
Associate Vice President
Academic Affairs

Mann, Marcia L.
Associate Dean
SCATT Program Director

Marshall, Jim
Graduate Student

Mathews, Richard
Graduate Student

Mauser, August
Chairperson
Special Education

Mazur, Joseph L.
Chairperson
Measurement and Research

McCall, Joreatha
Student

McClendon, Mary
Graduate Student

McClendon, Paul
Dean
Sarasota Campus

McCrossan, John A.
Chairperson
Library, Media & Information Studies

Merica, John A.
Associate Professor
Exceptional Education

Micceri, Ted
Graduate Student

Michener, Darlene
Graduate Student

Miles, Jim
Director
Staff Development, Polk County

Monley, Laurence E
Professor
Mathematics

Moore, Peggy
Graduate Student

Moore, Elizabeth
Graduate Student

Morley, Rosemary
Assistant Dean
Natural Science

Nevill, Donald D
Professor
Childhood Education

Newton, James
Faculty
Edison Community College

O'Brien, Greg
Vice President
Academic Affairs

Orlosky, Donald E
Professor
Educational Leadership

Overlet, Pat
SCATT Student

Panther, Edward E
Professor
Counselor Education

Perez, Jo Ellen V
Assistant Professor
Administration Education

Perez, Michelle
Student

Peterson, Ann
Graduate Student

Peterson, Don
Professor
Educational Leadership

Pfister, Fred C
Professor
Media & Information Studies

Pfost, H. Phillip
Associate Professor
Director, Reading Education

Phillips, E. Ray
Chair
Mathematics Education

Poorbaugh, Michelle
SCATT Student

Portifieri, Lois
Graduate Student

Prince, Fred L
Associate Professor
Mathematics Education

Puglisi, Dick J
Professor
Mathematics Education

Raines, Roy
Faculty
Manatee Community College

Rebovich, Rita
Graduate Student

Richmond, Kathy
Graduate Student

Richter, Ken
Graduate Student

Riggs, Carl
Dean
Graduate Studies

Rine, Susan
Student

Rosselli, Hilda
Graduate Student

Scheuerle, William
Dean
Undergraduate Studies

Schwartz, Jan
Graduate Student

Scott, Linus
Associate Dean
Engineering

Searls, Evelyn F.
Associate Professor
Childhood Education

Simpson, Debbie
Director, Special
Projects, Pinellas County

Sisk, Dorothy D.
Professor
Exceptional Child Education

Smith, Alice G.
Professor
Media and Information Studies

Smith, Charles
Professor
Physical Education

Smith, Ashley
Director
Center for Economic Education

Smith, John
Assistant Dean
Fine Arts

Snyder, Karolyn
Associate Professor
Educational Leadership

Spring, David
Graduate Student

Steiner, Edwin
Associate Dean
College of Education

Stone, Douglas
Professor
Measurement & Research

Strange, James
Dean
Arts & Letters

Sugg, Mitzi
Administrator
Pasco-Hernando Community College

Swarzman, Joyce
Assistant Professor
Childhood Education

Swinford, Bill
Administrator
Polk Community College

Travers, Don
Graduate Student

Troutman, Andria
Professor
Mathematics Education

Tubb, Gary
Assistant Professor
Media Education

Tuttle, Lester
Professor
Educational Leadership

Unruh, Anita
Associate Professor
Art and Music Education

Uprichard, Edward
Associate Dean
College of Education

Villeme, Melvin
Program Director
Student Personnel

Voightman, Sharon
SCATT Student

Wapner, Jannette
SCATT Student

Wells, Michael
Graduate Student

West, William W.
Professor
Mathematics Education

Wieand, Nancy
SCATT Student

Young, James F.
Assistant Professor
Education

SUS Education Program Review: Participant Roster
Florida International University
February 13, 1985

Alterman, Richard
Chairperson, School
of Education Advisory Council

Altman, Steven
Provost/Vice President
Academic Affairs

Anwyl, C.
Student
Exceptional Education

Bader, Barbara
Assistant to the Dean
School of Education

Baldyga, Carolann
Assistant Dean
Continuing Education

Barth, Muriel
Coordinator
Student Advisement

Berk, Lynn
Chairperson
English

Blucher, Judy
Assistant Dean
Bay Vista Campus

Bogotch, I.
Student
Educational Administration

Bouley, C.
Student
Exceptional Education

Britton, Leonard
Superintendent
Dade County Public Schools

Bucholtz, Piedad
Area Superintendent
Dade County Public Schools

Cafolla, Ray
Instructor
Computer Education

Campmany, C.
Student
Art

Carpenter, John
Dean
Advanced Studies

Cistone, Peter
Dean
School of Education

Constantino, M.
Student
Elementary Education

Cook, Joseph
Professor
Community College Teaching

Cottrill, Phil
Faculty
Science Education

Crabtree, Myrna
Chairperson, School
of Education Academic Council

Crispo, Neil
Department Chair
Broward Community College

DeChurch, Joseph
Executive Director, Staff
Devepment, Dade County Schools

Decosty, C.
Student
Educational Administration

Divita, Charles
Professor
Adult Education

Dobin, R.
Doctoral Student
Curriculum & Instruction

Earle, A.
Student
Exceptional Education

Esnard, L.
Student
Elementary Education

Fain, Steven
Professor
Curriculum & Instruction

Fargason, V.
Student
Associate Professor

Fisher, Allen
Associate Professor
Educational Administration

Garcia, Blanca
Graduate Student
Psychology

Garcia, D.
Student
Educational Administration

Gavilan, Marisal
Associate Professor
Educational Psychology

Girten, P.
Student
Exceptional Education

Glass, H.
Student
Educational Administration

Greenberg, Barry
Associate Professor
Educational Research

Hallbauer, Rosalie
Chairperson
University Testing

Hart, A.
Student
Elementary Education

Hauenstein, A. Dean
Professor
Industrial Arts Education

Henriquez, Armando
Superintendent
Monroe County Public Schools

Herriott, Arthur
Associate Dean
Arts & Sciences

Hunter, Robert
Department Chair
Miami-Dade Community College

Inclan, Rosa
Director
Bilingual Education Center

Kaplan, Joseph
Director
University Testing

Kimberlain, L.
Student
Vocational Education

Klein, J.
Student
Vocational Education

Leffland, K. William
Dean
International Affairs Center

Lewis, Evelyn
Curriculum Supervisor
Broward County Public Schools

Lopez, Richard
Associate Professor
Physical Education

Lucky, Luretha
Associate Professor
Exceptional Education

Margolin, Edythe
Chairperson
Curriculum & Instruction

Marshall, Nancy
Associate Professor
Reading Education

Mathewson, Grover
Associate Dean
School of Education

Mau, James
Dean
Arts & Sciences

McClintock, Edwin
Associate Professor
Mathematics Education

McElfresh, Clair
Dean
Undergraduate Studies

McLean, M.
Student
Elementary Education

Mendoz, Alicia
Associate Professor
Curriculum & Instruction

Miller, Laurence
Director
Libraries

Mohamed, Dominic
Associate Professor
Vocational Education

Morrison, George
Professor
Curriculum & Instruction

Morrow, Betty
Chairperson
Department of Home Economics

Nathanson, David
Professor
Exceptional Education

Otto, Ann
Provost
Broward Community College

Pancake-Cofield, Connie
Graduate Student
Psychology

Pearson, George
Professor
Curriculum & Instruction

Pell, Sarah
Associate Professor
Educational Administration

Pennington, Clem
Art Education/Cambridge
Summer Program

Perez, R.
Student
Elementary Education

Perez, M.
Student
Elementary Education

Phillip, S.
Student
Elementary Education

Pila, A.
Student
Exceptional Education

Powers, David
Professor
Miami-Dade Community College

Rabin, K.
Student
Elementary Education

Ray, Barbara
Graduate Student
Home Economics Education

Reichbach, Edward
Associate Professor
Curriculum & Instruction

Rembert, Emma
Assistant Dean
Student Affairs

Renna, G.
Student
Vocational Education

Roggiero, Lorraine
Graduate Student
Psychology

Rosenberg, Howard
Associate Professor
Exceptional Education

Russo, L.
Student
Exceptional Education

Ryan, Colleen
Associate Professor
Exceptional Education

Saunders-Hamilton, Tanya
Associate Dean
International Affairs Center

Sheil, B.
Student
Elementary Education

Shostak, Robert
Professor
English Education

Smith, Douglas
Dean
Continuing Education

Spector, Barbara
Assistant Professor
Science Education

Stack, John
Chairperson
Political Science

Stewart, R.
Student
Social Studies

Stinson, Jr., John
Assistant Professor
Reading Education

Stokes, William
Vice President
Miami-Dade Community College

Strichart, Stephen
Professor
Exceptional Education

Taylor, Joyce
Graduate Student
Educational Leadership

Testa, Robert
Director
Teacher Education Center

Toomer, Jethro
Professor
Educational Psychology

Tornillo, Jr., Pat
Executive Vice President
United Teachers of Dade County

Torres, A.
Student
Elementary Education

Tracey, Martin
Chairperson
Biological Sciences

Tucker, Jan
Professor
Social Studies

Vigilante, Nicholas J.
Professor
Elementary Education

Vos, Robert
Associate Professor
Vocational & Technical Education

Wagner, Mike
Associate Professor
Music Education

Wellman, Nancy
Chairperson
Dietetics & Nutrition

Wever, T.
Student
Elementary Education

Wright, Willie
Principal
Dade County Public School

Zanere, F.
Student
Exceptional Education

SUS Education Program Review: Participant Roster
Florida Atlantic University
February 14, 1985

Anderson, Kristine L.
Associate Professor
Social Science

Benjamin, Bill
Coordinator
Advanced Graduate Programs

Bittner, Barbara
Assistant Director
Alex Henderson School

Bradshaw, Wilson G.
Assistant Dean
Academic Affairs

Bridges, Virginia A.
Professor
Music Education

Burrichter, Arthur
Adult Education
Educational Leadership

Castaguet, Frank
Director, Human Resources
Palm Beach County

Ceros-Livingston, Patsy
Associate Professor
Human Services

Childrey, John A.
Liaison
Secondary Education Programs

Cleary, Lynn
Associate Professor
Educational Leadership

Dobkin, Sheldon
Dean
College of Science

Done, Hazel K.
Student

Doone, Christy L.
Assistant Professor
Music Education

Dorsey, Mary
Director
Broward County TEC

Dyer, Patricia
Vice President
Palm Beach Jr. College

Ehren, Barbara J.
Assistant Professor
Exceptional Student Education

Floyd, Marilyn C.
Director
Academic Affairs

Foley, Jack
Professor
Educational Leadership

Frazier, Heather
Associate Professor
History

Geismer, Tom
Student

Gellen, Murray
Chair
Professional & Human Services

Giorgi, Susan
Student

Gray, Mary
Assistant Professor
Education

Greer, Allen W.
Assistant Dean
College of Humanities

Gregory, Connie B.
Manager, Human Resources
Palm Beach County

Hodge, Steve
Assistant Professor
Music Education

Hoffman, Roy
Interim Associate Dean
College of Education

Huckshorn, Robert
Interim Dean
College of Education

Hunter, Katherine
Vice President
Broward Community College

Kaufman, Dan
Professor
Professional & Human Services

Kerne, Wayne
Associate Professor
Educational Leadership

Messmore, Peter D.
Professor
Elementary Education

Michels, Kenneth
Vice President
Academic Affairs

Mobley, Deborah
Student

Norton, Dorothy M.
Student

Popovich, Helen
President
Florida Atlantic University

Pyle, Wilma J.
Professor
Elementary Education

Redman, Milton
Associate Professor
Economics

Schilit, Jeff
Chair
Exceptional Student Education

Schiparri, Mark
Student

Schreihorst, Julie
Student

Shapiro, Arthur
Faculty
Educational Leadership

Sturrock, Thomas T.
Assistant Dean
College of Science

Suberman, Jack
Dean
College of Humanities

Tepper, Bernice
Student

Thurber, John
Director, Human Services
Palm Beach County

Vonk, Gerry
Research Director
Alex D. Henderson School

Voss, Stephen
Chair
Elementary Education

Weekly, Louise V.
Student

Weissberg, Leon
Student

Welsh, Raymond
Professor
Elementary Education

Weppner, Daniel
Chairperson
Educational Leadership

Wood, Gere
Administrator
Palm Beach County Schools

Young, Jane
Student
Physical Education

APPENDIX K

SUS EDUCATION PROGRAM REVIEW: 1984-85

UNIVERSITY: _____ OBSERVER: _____ TEACH/ED

Participants: President & Academic Vice President

Information from Self-Study Report	Responses from Participants
++ Mission of the university and education programs' role in it	
+ Priorities assigned to teacher preparation programs; To graduate programs in education	
+ Current efforts and projects regarding university-public school collaboration	

Participants: President & Academic Vice President

+ University's plans for recruiting students for teacher preparation programs including recruitment of minorities

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+ Extent of consideration in tenure and promotion for faculty with heavy undergraduate teaching loads, heavy service assignments, or both

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+ Future directions planned for teacher education programs on this campus

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+ Observations regarding this interview

Participants: Dean of Education & Other Deans

Information from Self-Study Report	Responses from Participants
++ Organizational structure of education programs at this university	
+ Mission and priorities assigned to teacher education programs; to graduate programs; to noncertification programs	
+ Extent of consideration given in promotion and tenure to faculty with heavy undergraduate teaching, heavy service loads, or both	
+ Quality of teacher training and associate teaching experience	

Participants: Dean of Education & Other Deans

Information from Self-Study Report	Responses from Participants
+ Intra-university cooperation and support regarding undergraduate teacher training	
+ Future directions planned for undergraduate teacher education programs on this campus	
+ Current efforts to provide service to renew the public schools	
+ Preparation of teachers and administrators to work in multi-cultural environments	

Participants: Education Dean & Other Deans

Information from Self-Study Report	Responses from Participants
+ Plans for recruiting teacher education majors including those from minority groups	
+ For FAMU, FSU, UF, and FAU: appropriateness of mission given the	Mission assigned to the Lab School; shortage of teachers in Florida
+ Use of the Lab School for research and R&D; future plans for the Lab School	
+	Observations regarding this interview

Participants: Department Chairs of Teacher Education Programs

Information from Self-Study Report	Responses from Participants
++ Mission and priorities assigned to teacher education programs by the college; by the university	
+ Priorities assigned to teaching; to research; to service	
+ Extent of consideration given in tenure and promotion to faculty with heavy teaching loads, heavy service loads, or both	
+ Quality of instruction regarding content, regarding teaching methods, regarding supervision of associate teachers (interns)	

Participants: Department Chairs of Teacher Education Programs

Information from Self-Study Report	Responses from Participants
+ Intra-university cooperation and support regarding teacher education	
+ Current projects and efforts to provide service to renew the schools	
+ Preparation of teachers and other education personnel to understand the impact of cultural diversity and skills to deal with it	
+ Preparation of preservice and inservice teachers to identify students with exceptionalities	

Participants: Department Chairs of Teacher Education Programs

Information from Self-Study Report	Responses from Participants
+ Plans for recruiting minority candidates for teacher education programs	
+ Future directions planned for teacher education programs on this campus	
+ Observations regarding this interview	

Participants: Teacher Education Faculty

Information from Self-Study Report	Responses from Participants
++ Mission and priorities assigned to teacher education programs; to graduate education programs	
+ Priorities assigned to teaching, to research, to service	
+ Extent of consideration given in tenure and promotion to faculty who have heavy teaching loads, heavy service loads, or both	
+ Quality of instruction regarding content, regarding teaching methods, regarding supervision of associate teachers (interns)	

Participants: Teacher Education Faculty

Information from Self-Study Report	Responses from Participants
+ Intra-university cooperation and support regarding teacher education programs	
+ Current efforts and projects to provide service to renew the schools	
+ Preparation of preservice and inservice teachers to identify students with exceptionalities	
+ Preparation of preservice & inservice teachers to understand impact of cultural diversity and acquire skills to deal with it	

Participants: Teacher Education Faculty

Information from Self-Study Report	Responses from Participants
+ Plans for recruiting students into teaching careers including minorities	
+ Effectiveness of instruction to teach the generic teaching competencies and the skills measured by the Florida Performance Measurement System	
+ Future directions and changes planned for teacher education programs on this campus	
+ For FAMU, FSU, UF and FAU: Use of Lab School in teacher training;	

Participants: Teacher Education Faculty

Information from Self-Study Report	Responses from Participants
+ For FAMU, FSU, UF and FAU: Use of Lab School for research or R&D	
+ Observations regarding this interview	

Participants: Discussion on Teacher Certification

Information from Self-Study Report	Responses from Participants
++ Relationship between proposed certification standards and degree requirments	
+ Impact which proposed standards will have on degree requirements	
+ Impact which proposed standards will have on curriculum	
+ Possible problems created by proposed standards	

Participants: Discussion on Teacher Certification

Information from Self-Study Report	Responses from Participants
+ Alternative standards that would be appropriate	
+ Observations regarding this interview	

Participants: Students Enrolled in Undergraduate Programs

Information from Self-Study Report	Responses from Participants
++ Career objectives of students in undergraduate education programs	
+ Job opportunities in areas of career interest	
+ Reasons for coming to study at this university	
+ Students' assessment of quality of the undergraduate curriculum	

Participants: Students Enrolled in Undergraduate Programs	
Information from Self-Study Report	Responses from Participants
+ Students' assessment of quality of undergraduate instruction	
+ Effectiveness of coursework and field experiences as preparation for working in public schools	
+ Effectiveness of preparation to understand cultural diversity and deal with it	
+ Effectiveness of preparation to identify learners with exceptionalities	

Participants: Students Enrolled in Undergraduate Programs

Information from Self-Study Report : Responses from Participants

+ Effectiveness of coursework and field experiences to learn the skills assessed by the Florida Performance Measurement System; the generic competencies measured by the certification test

+ Changes which students would like to see implemented

+ Observations regarding this interview

Participants: Discussion on Service to Public Schools

Information from Self-Study Report	Responses from Participants
++ Extent and kinds of service being provided to public schools through this university's efforts	
+ Approaches being used to provide service to public schools	
+ Efforts to help inservice teachers learn how to identify students with exceptionalities	
+Efforts to help inservice teachers to understand the impact of cultural diversity and how to deal with it	

Participants: Discussion on Service to Public Schools

Information from Self-Study Report	Responses from Participants
+ Efforts to assist in-service teachers to update content knowledge in their teaching fields; to learn new teaching skills	
Changes that would help increase effectiveness of service to public schools	
Observations regarding this interview	

Participants: Discussion on Articulation with Community Colleges

Information from Self-Study Report	Responses from Participants
++ Means at this university for articulating with community colleges; changes that would increase chances for student success	
+ Articulation for community college students who wish to major in education	
+ Articulation with community college faculty who do inservice training with practicing teachers	
+ Observations regarding this interview	

Participants: Discussion on Intra-University Cooperation

Information from Self-Study Report	Responses from Participants
++ Intra-university cooperation regarding teacher education	
+ Intra-university cooperation regarding preparation of other education personnel	
+ Opportunities for intra-university cooperation that have been overlooked	
+ Observations regarding this interview	

Observations and Recommendations

++Strengths:

+Needs/Shortcomings:

+Opportunities that could be acted upon:

+Recommendations: